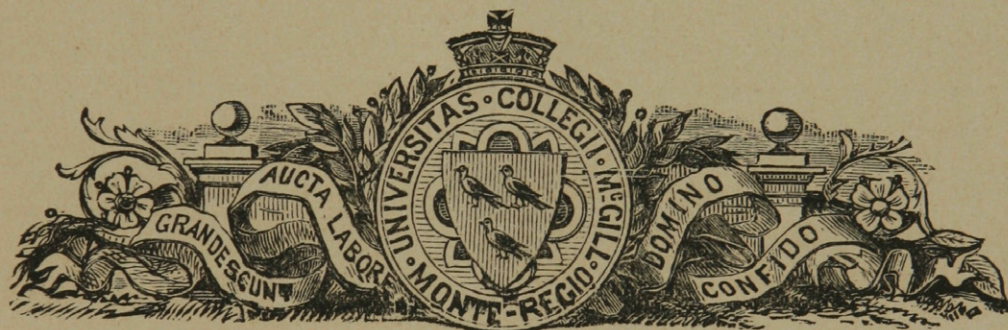


MCGILL UNIVERSITY GAZETTE

Friday, May 9th, 1884.



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McGILL UNIVERSITY GAZETTE.

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THE UNRECORDED VOTE.

At the gate where gentlemen make the laws,
She stopped one wintry night;
And she wrapped her cloak close—how it tears, how it gnaws,
That hunger, with cruel spite!
And marvelled why the gay beam flashed from the tower's stately height.

O'er the distant streets, o'er the lanes and squares,
The great eye circled round;
And she thought, as she gazed, if the eye of God stares,
So far, far above the ground,
So cold, so clear; not half way up and the cry of want is drowned.

And the people surged in the entry there,
For party was at stake;
And the whips were worn out with the worry and care,
And all for the party's sake:
Men said the Ministry was doomed, when the Opposition spake.

Yet again the cheers ringing sharp and shrill,
From gaping throats upsent!
And the loudest of all for the member whose Bill
Was startling the Parliament:
Her feeble cheer—she knew not why—with the multitude's was blent.

In the land the poor shall for ever be,
The Christ said that of old;
But they ought to abide where the rich cannot see,
Away from the marts of gold,
Away from Senate's lordly pomp, where the nation's fame is scrolled.

With affairs of state famous "statesmen" dealt,
The crisis met its hour;
And the Whig fought the Tory, and Saxon fought Celt,
With boast, in the pride of power:
The hearts of yore were beating still; their great England ne'er should cower.

'Twas a grand debate, and the House was thronged,
With Commoner and Peer;
And they swore that the flag of their country was wronged,
Away in the southern sphere:
The woman crawled and huddled down by the bridge's pathway near.

And the night crept on, and the votes were cast—
The old regime was dead;
And the beam flashing round lit her face as it passed—
The soul from its pangs had fled;
And silent rose to God's white throne where the deeds of state are said.
Montreal. CHAS. E. MOYSE.

Editorials.

Following the custom of all editors at the close of our labours we turn and look back upon the course of events since we were entrusted with the management of the GAZETTE in September last. In this retrospective view nothing seems to us to call for special notice, for the session just closed may shortly be described as prosperous and uneventful.

During the year all must have felt the absence of our respected and renowned Principal. Dr. Dawson could not but be missed by the Governors and Professors, as well as by the Undergraduates of the University, and all, we are sure, will be glad to welcome him back amongst us. We have taken great pleasure during the winter in following his movements in Europe, and although the College was deprived of his teaching and his counsel, yet we were glad to know that his health was being recruited and that he was enjoying a well deserved holiday amongst pleasing scenes in the Old World. He was especially fortunate in being able to be present at the great meeting recently held in Edinburgh—the greatest meeting, perhaps, of representative men in all departments of knowledge ever held in Britain.

But it must have been particularly gratifying to Dr. Dawson in his absence to know that everything was moving smoothly and on the whole very satisfactorily under the management of those who were called upon to fill his place. In fact, we can think of nothing which should be more gratifying both to him and to these gentlemen themselves.

The number of students entered in the several faculties during the past year was greater than at any previous time in the history of the University. In round numbers we may say that five hundred Undergraduates were in attendance. An increase took place in each of the faculties, except that of Law, in which there was a considerable diminution, but in this faculty, too, there is the significant fact to be noted that 80 per cent. of the Undergraduates were Graduates in Arts. Next session we look forward to a very considerable increase in this faculty as well as in the others, so that from this point of view the outlook is entirely encouraging.

Our losses by death were very serious. Dr. Leach referred to these in his Convocation address in such touching terms that we would fain leave what he has said without addition.

The faculty of Applied Science has made remarkable advances since last year. The number of Undergraduates was about seventy, a number not so very much short of that in the faculty of Arts. It is evident to everyone that very soon greater accommodation must be provided for this increasing body. A new building is absolutely necessary and must be provided very soon. Our readers will remember that a rumour reached us during the session to the effect that one of our wealthy citizens was soon to erect a building for the accommodation of this faculty to correspond with the Peter Redpath Museum. We hope that before we again assemble this rumour will prove to have been well founded. The number of Professors, also, in this faculty is too small, and additions will have to be made as soon as sufficient funds are forthcoming for the purpose.

As to the faculty of Medicine it may be said never to have been in a more flourishing condition. The number of students was larger than ever before, while the teaching staff received several additions and underwent several changes which rendered it even more efficient than before.

In the sporting world, too, a fair amount of success has fallen to our lot. Although our football team was not as successful in the earlier part of the season as we could have wished, still towards the close some fine playing was done by our men. Training and hard practice can alone make up for the disadvantages under which we lie in football matters, and this fact, we hope, will be remembered by the players next year. Our hockey club was also very successful, although the team did not succeed in winning the carnival cup. Next winter, however, we hope to see the cup once more in the hands of old McGill. The completion of the track round the football field is a matter for congratulation, and those who originated and carried out the idea deserve general thanks for their efforts. Unfortunately the Inter-University athletic sports did not come off last fall as was expected, but we understand that steps have been taken towards the organization of such a meeting in October next. Another matter in which we took a great deal of interest was the formation of a University Athletic Association, but no action, we are sorry to say, was taken by the Undergraduates for the furtherance of the scheme during the session. We are glad to know, however, that the sports committee intend to have this association formed early next year. The Lawn Tennis club, too, we understand to have had a very successful season.

As to ourselves, we have partaken largely of the general prosperity. Our financial position is better even than last year, and the number of our subscribers greater, whilst we have not once had a lack of matter for our columns. We have to thank many friends for kind assistance during the year, not a few of whom were people unconnected with the University. Indeed, it has been a matter of regret to us that while the Professors and many outside friends have contributed largely, but very few of the Undergraduates themselves have written for us. This is the only thing we have to complain of, and we can only hope that our successors will not have even this fault to find when they come to lay down the pen. How far we have represented the opinions of the students and advanced the interests of the paper, is a question which we shall not attempt to answer. We shall be content if we shall be found to have improved the paper in some slight degree and to have extended its influence. The Graduates, we are glad to be able to state, have this year evinced much greater interest in our welfare than heretofore, and we have several times discussed questions in our columns of especial interest to them. Among these was the proposal made by us for the formation of a University club, a proposal which met with very warm approval, and which we hope soon to see carried out by the committee of the Graduates' Society. At the annual meeting of this Society held a few weeks ago, the desirability of forming a joint-stock company to take over the management of the *Gazette* was discussed, and a committee appointed to enquire into the question. What the decision of this committee and of the students upon this matter will be we do not know, but in any case we ask the present subscribers to the UNIVERSITY GAZETTE to continue their interest in the paper in the future.

It has been a matter of very general remark and of general congratulation also that during the past session our Medical School has been amply provided with subjects, and this without the enactment of revolting scenes hitherto very common in this city. For this grateful change we have to thank the Provincial

Anatomy Act passed about a year ago, and amendments to which are at present under consideration at Quebec. For the first time in the history of this province grave-robbing has been entirely unknown, and the army of resurrectionists has died out because the circumstances which before made the desecration of graves necessary, have now ceased to exist. Nothing, in short, could be better than the results of the wise legislation of last year. But we are very sorry to say that there are not wanting a few individuals of quasi-philanthropic tendencies who are attempting to get up a war-cry against this Act which has already done so much for public decency. Some of our daily papers, notably the *Herald*, have lent themselves to this most unreasonable agitation. In its decrepit old age the *Herald* has taken to raving, and when not occupied with the Grand Trunk or the Court House, the Anatomy Act forms the subject of its hysterical editorials. Two things it admits, first, that it is absolutely necessary that subjects for anatomical dissection be provided for our medical students; second, that "body-snatching" is an abomination. But very illogically it goes on to attack the Act which provides subjects and prevents desecration. The Act must be done away with because the aged inmates of our charitable institutions, receiving Government aid, are tortured by the thought of what will become of their poor bodies after death. This is all, of course, a matter of sentiment, but the *Herald* is a great believer in sentiment. It confesses that what it says "is nothing but sentiment, and sentiment is the largest and best part of human life." But by sentiment the *Herald* understands "right feeling based upon good sense," a rather remarkable definition. But after all this screeching what does this defender of the *heart* as against the *head* demand or suggest? The editor expresses a fear that the students are too prone to be lavish or wasteful with their material, and suggests the propriety of substituting a wooden model for flesh and bones. At all events he thinks one subject should suffice to meet the requirements of a complete anatomical education! One is rather surprised, after such suggestions as the above, that the amendments to the Act demanded by our sentimental friend, should be so very mild as they are. After all his thunderings he only asks that the permanent inmates of our charitable institutions be excluded from the practical operation of the law, and that the time allowed for the claiming of bodies be somewhat extended. Not very much opposition, we imagine, will be made to these amendments. The harm which some good people do with the very best of intentions is very great indeed, and amongst such good people we must class those who are worrying themselves over the imaginary ills resulting from our Anatomy Act. The harm done, however, is by no means lessened by the action of these people being defended on sentimental grounds, even though the sentiment be supposed to be based on good sense.

At the recent meeting of Convocation several most important addresses were delivered. The subject treated by Dr. Johnson is one which is at present engaging the attention of all educationalists, and it cannot be denied that the experience of our Professors affords evidence of a very material character upon the point at issue. We were glad to see that the address referred to was published in full in one of our daily papers. The address of the Venerable Archdeacon Leach we ourselves give in this number. It will be read with pleasure, not alone because of the importance of its subject matter and the gracefulness of its expression, but also on account of the deep regard in which

our cultured Vice-Principal is held by every person connected with the University.

We congratulate Principal Dawson and the University at large upon his reception of the honorary degree of LL.D. from Edinburgh University. At the recent tercentenary celebration the *Senatus Academicus* chose over one hundred savants for distinction in this way, amongst the number being James Russell Lowell, Dr. J. S. Billings, Asst. Surgeon-General, U.S.A., Prof. W. A. Green, of Princeton, and Dr. Fordyce Barker, of New York. All must be sensible that, through Dr. Dawson, a great honour has been conferred upon our University.

We are glad to see that the Sports Committee has at last taken some action in the matter of a University Athletic Association. We understand that the draught of a constitution has been drawn up, modelled on the constitutions of similar Associations at Harvard and elsewhere, and that it is to be submitted to the Undergraduates in September next. We sincerely hope that the efforts of the Committee will be successful, and that the existence of the Association will be inaugurated with an entirely successful Inter-University meeting.

We must once more raise our voice against the way in which our College grounds are neglected. No sooner had the snow disappeared from the surface than the noble army of nurses invested the north side of the campus, and their small, but indefatigable, charges proceeded to kill the young grass by playing cricket while the ground was still quite wet. But we have come to look upon this part of the grounds as belonging not to the University but to the Montreal nurses, and we hitherto consoled ourselves with thinking that the other side, at all events, might be used by us without our being warned off by some ticket holder. But this year we are informed that the whole position must be given up to the enemy. The Montreal Football Club began to practice before the ground had recovered from the effects of the snow and water, but the damage which they did was infinitesimal compared with the mischief and annoyance caused by about a hundred small boys who have formed a juvenile football club, and call themselves the "Young McGills." We are informed that the Registrar has apportioned a large space to this band, and refuses to allow them to be dislodged as they all pay fifty cents or so per annum for their privileges, and the impecuniosity of the authorities will not allow this fruitful source of revenue to be cut off. So much does this bring in that half of one porter's salary, we believe, was once realized in an unusually prosperous season. Notwithstanding all this we have the temerity to express our opinion that this bonanza should be foregone, and all nurses and small boys confined to one side of the field if allowed in at all.

STUDENTS' PARTING SONG.

Tune:—Vive la Compagnie.

Come, all jolly students of any real worth,
Vive la compagnie!
 And roll our glad chorus right heartily forth,
Vive la compagnie!
Chorus:—Vive la, &c.

The spring calls to us with witching looks,
 "There's something far better than grubbing 'mong books."
 The Muses—fine ladies!—from far we admire,
 But give us the girls that set hearts on fire.

The Greeks and the Romans were men we revere,
 But we've had quite enough of them now for a year.

For Logic—we rather would reason like fools,
 Than learn any more syllogistical rules.

Of phosphorus, sulphur, and that sort of stuff,
 Pfui! long ago, surely, we've had *quantum suff.*

O'er the field of geometry no more we'll roam,
 But work out the problem to make tracks for home.

Contributions.

THE MORALITY OF SHAKESPEARE.

[Portions of a paper read before the Shakespeare Club of Montreal, February 4th, 1884.]

"Love's Labour's Lost" betrays many an evidence of youth. It contains that minuteness of detail, particularly in regard to quip and pun, which the immature mind displays in lieu of comprehensive and manly thought. In so far as it indulges in these, it follows the distinctive bent of the age in which it was produced. It comes down to us, too, as the most Euphuistic of Shakespeare's plays. But this does not prevent it from being serious, nor from concealing behind abstruse grotesqueness a moral that is equably sustained. The nature of that moral has already been glanced at: The folly of taking things as they ought not to be taken, of making empty unrealities do duty for sober fact. Words are presented to us instead of deeds; shadow instead of substance.

In order to relieve the weariness of a life that is essentially unnatural, in order to vary the monotony of study—and it will be observed that study forms the staple of the new régime both in *Love's Labour's Lost* and in the *Princess*, though from different causes and with different motives in either case—there shall be laughter for king and lords. Fashionable mirth shall alternate with gravity. A man of words fantastical,

"A man in all the world's new fashion planted,
 That hath a mint of phrases in his brain"—

the Spaniard Armado, is to relate stories of romance. A most imposing person, that Armado! Yet is he weak in exact proportion to his imposingness. His intellectual food is wretched stuff—mere mental milk and water of the poorest quality. He is attended by a satellite, Moth (*i.e.* mote) who has to supply brains to his master. Notice the dialogue in Act I. sc. ii., where Armado and Moth appear for the first time: "Boy, what sign is it, when a man of great spirit grows melancholy?"—"Comfort me, boy. What great men have been in love?"—"Is there not a ballad, boy, of the King and the Beggar?" Armado feels that Moth is "quick in answers" and Shakespeare feels that both of them are instruments for showing the inner purpose of which he never loses sight. In the spectacle of the Nine Worthies, the little page takes the part of Hercules—disproportion here between show and substance. The Spanish Grandee with his fine exterior and his affected mannerism is little better than a bird of gaudy plumage, after all. There is unreality and disproportion even in *clothes*:

ARM.—By the north pole, I do challenge thee.

COSTARD.—I will not fight with a pole, like a northern man; I'll slash: I'll do it by the sword. I pray you, let me borrow my arms again.

DUMAIN.—Room for the incensed Worthies!

COST.—I'll do it in my shirt.

DUM.—Most resolute Pompey!

ARM.—Gentlemen and soldiers, pardon me; I will not combat in my shirt.

DUM.—You may not deny it: Pompey hath made the challenge.

ARM.—Sweet bloods, I both may and will.

BIRON.—What reason have you for't?

ARM.—*The naked truth of it is, I have no shirt; I go woolward for penance.*

The ladies, with practicalness and unconventionality that throw them into marked contrast to the men, help to display the reverse side of matters and to reveal the weakness of the other sex. There is much wordy talk of the show sort between the King and Lords about their love. Their wooing shall have an element of unreality, if possible; they will press their suits in disguise, as Muscovites. But the wooed are forewarned, and

are quite equal to the occasion. They change favours and produce rare confusion. The scheme of the Lords is upset from the beginning, and even little Moth, their herald, falls a victim to contradictory fact.

MOTH.—“All hail, the richest beauties on the earth!”

BOYET.—Beauties no richer than rich taffeta.

MOTH.—“A holy parcel of the fairest dames,

[*The Ladies turn their backs to him.*]

That ever turn'd their backs to mortal views!”

BIRON.—“Their eyes,” villain, “their eyes.”

MOTH.—“That ever turn'd their eyes to mortal views!

“Out”——

BOYET.—True; “out,” indeed.

MOTH.—“Out of your favours, heavenly spirits vouchsafe

Not to behold”——

BIRON.—“Once to behold,” rogue.

MOTH.—“Once to behold with your sun-beamed eyes, with your sun-beamed eyes”——

BOYET.—They will not answer to that epithet:

You were best call it daughter-beamed eyes.

MOTH.—*They do not mark me, and that puts me out.*

At the end of the play, penance. The men are for wedding straightway. But that would never do, so they are commanded to face reality without further hesitation. The King is sent off to a hermitage; to some spot where he can examine his intent wisely, and where no theoretical plans or distractions of the Armado type can militate against the soundness of his conclusions. The others are sent into the world itself, and all for a twelve-month. As for Biron, the scornful, half-cynical element in him is to be corrected by an acquaintance with the sorrows and nauseousness of a Hospital, for Elizabethan Hospitals seem to have been “terrible places to work in.” Such then is the conclusion, and although we may say that the women are light enough, and cannot for a moment be compared with the immortal creations that stand in the Dramatist's later work, yet light as they are, they will at least marry sense, and not monastic-Italianate sentiment. And the Don? How does he fare? “I am a votary. I have vowed to Jaquenetta to hold the plough for her sweet love three years.” For three years! And for Jaquenetta, of all people! And the plough! Perhaps we had better leave Love's Labour's Lost with Don Adriano de Armado at the plough-handle.

[I am indebted to the lectures of Prof. Henry Morley for some of the ideas regarding Love's Labour's Lost. What was said concerning a Midsummer Night's Dream need not be repeated, as it would mainly be a résumé of matter already in print.]

CHAS. E. MOYSE.

A PLEA FOR THE CLASSICS.

It has become the habit recently of many who idolize the practical to sneer at classical studies. Most of those who do so, however, have not had the advantage of a thorough training and sound drill in them. They are, for the most part, men who have been shrewdly successful in “getting on” in the money-making sense of that phrase, and who, taking full credit for their sagacity, exclaim against any education which does not directly aim at being effectively useful in promoting what they denominate “the main chance.” This is a false way of judging of the matter. As a man who has been blind from his birth would be but a bad authority on the use of eyes, and not a very good adviser upon optical contrivances, so a man who has not been subjected to the academic discipline of classical study cannot rightly adjudicate on the question. The converse argument, which may be hinted, will not, however, hold; for as a man who is blessed with eyesight can easily experiment upon the evils of blindness, by the simple process of shutting his eyes, so can the person who has diligently studied the classics dismiss, *pro tempore*, the associations he has acquired through them, and ask himself what his condition would have been if he had been deprived of all those sources of joy which classical studies have supplied him with? It would perhaps seem as ungenerous as the twitting of a blind man with his sightlessness, were we to attempt to enumerate the various elements of benefit which arise from the prosecution of a diligent perusal of the works of the chief writers of Greece and Rome, and from that special kind of attentive thoughtfulness which is cultured in man by

acquiring a knowledge of the syntax and construing of the ancient languages. We might enlarge at some length on the improvement in one own's language attainable by endeavouring to fix in the mind the various fine gradations of meaning implied in the accurate translation of exquisite productions of the authors usually read in schools and at college; on the power of comparison elicited by the constant need of dismissing the ordinary associations of our life from our minds, and living, in idea, the life of the times of other far-distant years, that we may get at the standing place for a good view of the meaning of an author; and on the minute and sedulous care which requires to be habitually expended on the authors studied, to acquire a mastery of their meaning and peculiarities. But we shall not venture on these topics. Nor shall we ourselves venture on an estimate of the worth of the literature of the old ages. As an unexceptionable witness on the advantage of Greek culture, we might cite Milton, who in his “Paradise Regained” has left us an eloquent tribute to the excellence of the language of Greece; similar evidence might be adduced as to the value of Roman literature. We need not, however, do more than advert to the names of Horace and Virgil, Cicero and Cæsar, Sallust and Livy, to show that there are noble associations connected with and derived from the classics of Rome. Classical literature possesses a real worth and an intrinsic value. This renders it specially fitted for being used as a storehouse of the materials for imparting to our youth the mental wealth of knowledge. As classical study effects this, we assert that it finds its fit place in our course of education.

The proper place of classical instruction is to be the basis and ground work of a thorough disciplinary training of the youthful intellect in the use of language as an expression of thought, as a drill in the various methods of written style and thoughtful speech, and in the artistic shaping of ideas, so as to accomplish their purposes. The classics contain a complete round of developed thought connected with a past civilization, in which the capabilities and graces of language have been treasured up for our learning, for the refinement of our taste, and the culture of our style. To these works a vast mass of historical, geographical, and philosophical matter accrete, and they form the foundation and ground-plan on, and according to, which the young may be trained to clearness of apprehension, force and neatness of expression, and the attentive pursuit of thought through all the devious mazes of artistic language. Classics form the model studies of our youths; they are employed to form the centre of a whole net-work of associations, and for training the mind to the up-building of an idea of a whole framework of life, in which the entire development has gone from the earth. The evoking of such a power of mind, and of such methods of exercising it, cannot fail to be useful; while no one can readily doubt the advantage of possessing a full knowledge of

“All the glory that was Greece, all the grandeur that was Rome.”

In reply to those who speak in derogatory terms of classical learning, we may point to the fact, that all our most distinguished thinkers and writers have been educated through the classics, and hence their whole course of thought is tinged with the results of these studies. Often, therefore, to understand them a knowledge of classical literature is required. Almost every man who has risen to any eminence through his own exertions has lamented his deficiency in regard to classical learning. They see the advantage in clearness and consecution of reasoning which those have acquired who have been made companions of the great intellects of Rome and Greece; and they have confessed that experience has not granted to them a power of insight equal to that implied in classical training.

The poet, the warrior, the statesman and the moralist may alike find in Greek and Roman literature whatsoever is good for food or pleasant to the eye. “Lives there a man with soul so dead?” who cannot appreciate the poetic effusions of Mæonides, or of the companions and convivial guests of Mæcenas, the sad elegiacs of Ovid “to lonely Tomi banished;” or the sublimity and majesty of Sophocles, rivalled only by the tender and pathetic style of Euripides! Let the warrior admire the valour and strategy of Hannibal and Cæsar, Achilles, Agamemnon and

Hector, even though the military tactics of the soldiers of the present day be wide as the poles asunder from those of these heroes of old. Does the statesman turn away as finding nothing of service to him in steering the ship of Government? Is Solon, with his just and equal laws, to be despised? Does the construction of the Roman Republic afford him no insight into the principle of sound government? Is the experience of some of the greatest geniuses the world ever produced to be cast aside as a thing of no moment? Let the orator listen to the orations of Cicero, and as he listens admire the fiery eloquence tempered with the sound philosophy of the Roman elocutionist; and whether it be in the public capacity of senator, or in his private disputations with his own familiar friends, he, too, will find his time amply repaid. Nor need the moralist shun the classic groves of ancient lore, as finding there nothing worthy of his special attention; to him, as to others—poet, warrior, statesman, orator and philosopher—will it be given to distil nectar from these mellifluous bowers. Say not the languages of Greece and Rome are dead; if they are they yet speak, and “as the thoughts of men are widened with the process of the suns,” we need not fear any material decay in the intelligent pursuit of languages, replete with whatever is pleasing to the taste or instructive to the mind.

“Let them be translated,” say the opponents of culture, by means of classical literature. In an objective point of view this may be tolerable, but even in that it is open to objection. Every one who has given any attention to classical studies must have felt the satisfaction to himself, as well as the superior light thrown upon the meaning of a passage after a careful perusal of the original, as compared with the tame, however faithful, English translation. But to insist on the fact of the loss sustained by the translation of an author were an unnecessary task, as it is too palpable to admit of dispute. Still let us look at this farther, in a subjective light. Suppose a perfect translation of every classic author of note were made into the English language; would not one of the principal aims of a classical education be lost? Granted that the youth has to spend many a laborious day over the acquirement of a knowledge of them (an objection, by the way, which might be urged against any branch of science), has he been acquiring nothing during all that period except the knowledge of the languages themselves? Has not his mind gone through a course of discipline the most healthy to further development? Has he not been taught to regard with precision every particle that has crossed his path? Has he not obtained a power of expression as well as been educated in the process of thinking in a manner unattainable by any other process? Have not his powers of discernment and discrimination been exercised in the highest possible degree? Have not his tastes been refined, and his whole mind moulded and fashioned in a manner fitting him at once for the prosecution of the pursuits of the merchant, the lawyer, the statesman, or the theologian?

The study of modern literature is suggested as a substitute for that of classics. Man's life is said to be too short to admit of a profitable study even of the works of men now living; how absurd, then, to spend the seventh part of a lifetime, and that the most useful for the attainment of knowledge, in the search after the truths embodied in the volumes of the ancients, when the very study of these precludes the possibility of getting acquainted with the language of our own land! “Let us take a living language,” say the utilitarians, “such as German, would not that serve the end?” Not as do the ancient classics. Go to the fountain-head at once if you want to drink the pure waters, and benefit by the health-giving influences of soul-cultivating truth; and where is this to be found in unsullied purity but in the mother languages? Besides, the very fact of there being dead languages tends all the more to the cultivation of the intellect. Memory not needing to clog herself with unnecessary burdens after the acquirements of the “beggarly elements.” The opponents of the classics argue, further, as if these languages were studied to the total exclusion of even the reading of English literature, which is contrary to fact, for are not our own classics introduced and studied *pari passu* with Homer and Virgil? But even if the schoolboy were prevented by his classical studies

from reading the English classics, the very time of his leaving school is that which may prove the most opportune for the commencement of that campaign where a solid substratum has been laid, and habits of thought formed, which should add in an infinite degree to his intelligent and beneficial pursuit of the study of the literature of his own country.

It is not to be supposed that we make classics everything, far less that we wish to exclude other useful branches of education from our schools; but we strenuously maintain that for the power of culture which they possess, and for the key they afford to other stores of knowledge—not to speak of the pleasures resulting from the study of them—no popular clamor or false insinuations as to their causing the total neglect of other studies, or the sordid desire of becoming wealthy, should in any wise incline us to reduce the standard in education of the products of the minds of men who, living in ages of heathenism, nevertheless framed codes of morality surpassed only by that revealed in the unclouded light of Christianity.

M.

“THE EVER-LIVING LIFE.”

Chance has thrown in our way a copy of a brand-new poem, privately printed for the author. It is a lucky thing for the world that at this juncture, when Alfred Tennyson is shelved with a peerage, that the author of “The Ever-Living Life” should arise to fill the gap. In many respects it is unique, and we freely confess that we never met anything like it before; and further, in many parts it is entirely incomprehensible.

We shall endeavour to cull a few specimens, in hopes that our readers will better understand the author's aim and objects than we have been able to do. The opening of the poem is lofty enough:—

“Poets! Ye, who in these regions, through these glimpses of the stars,
Whereabout this round Earth rolling with an atmosphere debars
From the sight of flesh-eyed creatures glories that supremely stay,
Where the lighted constellations up amid the ethers sway:—
Ye, who through these human regions, voices beautifully raise,
Captivate of the feelings all throughout the human ways;
Ye are they who should be bearers of the topmost flowers of thought
Into human hearts, receptive ever of true beauties brought.”

Then the author falls to scolding the poets of the present day for having fallen from the “mettle of their pasture,” as

“What are these your teachings lately, through these centuries a few?
How have you forgotten grossly what the pristine poets knew?”

Ah! the tunes are not now potent with right paladins of song:
Ye, who are the poets, truly, have not made your measures strong.”
and after rating them soundly, and speaking of the later poetical productions as “little more than

“Cadences on vowels tripping, smoothly consonanted all;
Rhymes of perfect termination, charming with their witted fall;”

We are told how the author has discovered a theme worthy of a great poet, and he breaks forth thus—

“Lo! I see the mighty sunbeams wielding planets in their plight,
With a mighty, long pulsation, and the daily draught of light;

And I see a theme more worthy, placeless now in human song,
Though in days of old the singers struck the key-note brief and strong.”

And so our poet determines to sing the “Ever-Living Life,” and he certainly does it in a very lofty style, and he tells other poets

“Open now your eyes and see, ye that would be strong of song:
Ye that would with animation lofty lift the world along!
Open now your eyes and see, with the optics of the mind,
That within the mind you may, God, your maker, visibly find.”

He sings of Heaven,

“Where the topmost mind of all,—

Topmost mind of all that can be, wraps the universal ball
In a photospheric raiment, round and round, and round and round,
Round and round, and round and round, with the glorious raiment wound.”

No wonder that the writer becomes giddy. Again, when he talks about

“A levitative essence in a spirit strong,”

surely can he mean “gin cocktail?”

We had marked some other passages for quotation, but out of consideration for our readers we forbear. The author tells us that

“Politics and economics are but vagaries of the brain,
Dealing with overwhelming problems, frail and visionary, vain!”

and we conclude that he has undertaken an overwhelming problem; in one couplet he tells us that

"Simple truth alone can say it, and must briefly speak it too,
Or the verbiage will surely mystify the minded view."

and simple truth compels us to say briefly that the book is the worst farrago of nonsense it has ever been our misfortune to have inflicted upon us.

Correspondence.

OUR IRISH LETTER.

DUBLIN, March, 1884.

We are now half way through what is called the "Dublin Season." The Viceroy has held two levees which, though not so largely attended as last year, were quite up to the average, the military and legal professions being most conspicuous. A Fancy Ball, in aid of a Dublin hospital, has proved a great success. It was attended by more than twelve hundred people, and has brought in a substantial sum to the funds of the hospital. The question regarding the amalgamation of the two branches of the legal profession is the chief topic of conversation at the law courts. None but Barristers are permitted to plead in the Superior Courts, and a Barrister must be instructed by a Solicitor, but if there was an amalgamation the one man could be instructed by the client, and also advocate his cause, which of course would greatly lessen the expense; but cheapness has its disadvantages, and men of great experience in both branches deprecate amalgamation very strongly.

The Centenary of the Royal College of Surgeons, Ireland, has just been celebrated. The President (Surgeon W. J. Wheeler) entertained the Viceroy and a distinguished company at a banquet in the College.

Trinity College, Dublin, cannot boast of any magazine of general college news. The only paper issuing from it is a monthly one, containing papers written by the Fellows and Professors on classical and scientific subjects.

Ireland sustained two defeats in football this year, the one from England (by one goal) and the other from Scotland. The match against England was played in Dublin, and that against Scotland in Edinburgh.

YOUR CORRESPONDENT.

College World.

McGILL.

The meeting of Convocation for the conferring of degrees in the Faculties of Arts and Applied Science took place in the Molson Hall, on Wednesday, 30th April. The attendance of students and ladies was very large, the former being unusually noisy. The proceedings, which were very protracted, were of an interesting nature. The Valedictorians were Messrs. J. W. Pedley, B.A., and Graham, B. Ap. Sc. Addresses were delivered by Profs. Leach, Johnson and Chandler. The Hon. Judge Torrance, Member of Corporation, presided. The address of the Venerable Archdeacon Leach, D.C.L., LL.D., was as follows:—

The business of this Session has been brought to a successful conclusion, and the representative bodies—the Governors, Principal and Fellows of the University, and all the Professors—after their hard service, may be happy to interchange congratulations on that account. The Annual Official Report, with those of the Committees on the Library and the Peter Redpath Museum, have been published and put in the possession of all most likely to take an interest in the University, and therefore it is only to some few of the matters contained in them that I shall need to advert on the present occasion. However pleasant it may be to dwell upon the gains we have received, I must, in conformity with the usual practice, advert to some of the losses we have sustained. We are informed by men of science that in the material world no forces ever perish, and it is pleasing and very encouraging to believe that in the other, in whatever term or terms you may distinctively designate it, no good work ever perishes, and no good man's life is ever lived in vain. It has not been our custom to have set panegyric orations, but as the desire of posthumous reputation or love of fame is so natural, and with the young especially so vigorous and useful, and as it is closely related practically to the moral consciousness, it may not be, after all, an infirmity, even in the noblest minds; and hence it is our duty, in some form, to take care that the names and good endeavours of the benefactors of our race, and among these we reckon the benefactors

of this College, shall not be hidden, so far as we can prevent it, "from the children of the generations to come." And I may add that for this view of the subject we have what appears a corroborative authority, "Verily, I say unto you, wherever this Gospel shall be preached in the whole world, that also which this woman hath done, shall be spoken of for a memorial of her."

The decease of the Chancellor, Mr. Justice Day, has been spoken of twice before in this Hall—once by His Excellency the Governor-General, who, in graceful and appropriate language, gave us a faithful representation of his character and public services, and again by Mr Justice Mackay, with similar effect, in his formal address at the last meeting of Convocation. We are all well aware of the magnitude of our loss. Let us hope it may not be too long before we see his like again.

There is another loss to which reference must needs be made—that occasioned by the death of Dr. Scott; there are many here who mark the absence of the erect and manly countenance, not soon to be forgotten, and whenever remembered to be associated with respect and kindly regard for the man who, for many years, endeavoured by his labours and counsel to make the Medical Faculty the eminently useful member of the University which it is. And yet another loss in one who, for many years, was sent up a representative Fellow from the Medical Faculty. It is difficult to mention the name of Dr. Reddy without emotion. No one could have any acquaintance with him without being more than pleased with the benevolence apparent in all that he said or did, and the sweet fragrance of the virtue which so fully inhabited him, seems to return to us afresh with every act of memory that recalls him.

It appears from the Official Annual Report that the number of students in the Faculty of Applied Science is nearly seventy. This expansion, during the lapse of a few years, is very significant of the progress of Physical Science, and, considering what was requisite for the staff of Professors and the cost of the apparatus required for the work of this Faculty, we cannot sufficiently value the generosity of those who have made it possible for them to prosecute their work. The cost, multiplied a thousand times, forms part of the national wealth through the labours and science of the men from this College, along with others, of course, who have been employed in unfolding the natural resources of the Dominion. One element of success has been supplied to the contentment of all; I allude to the Peter Redpath Museum, which, in respect of extent and the completeness of its scientific arrangement, I am informed by a most competent authority, Dr. Egleston, of New York, ranks third on the Continent of America. Much, however, is still needed to complete the apparatus, particularly a machine for testing the strength of materials, and additional accommodation is imperative if more students are to be admitted.

This University is fortunate in another respect, for which it is indebted, I believe, to some happy inspiration of the productive genius of Principal Dawson. There stand affiliated to it several Theological Colleges, and these of the principal Protestant Churches in the city; and this I regard as one of the most promising events that have occurred in the history of this part of the Dominion. While it was inevitable that each should build on the like old foundations, and use the same old kind of bricks that were used by the old master builders in the mother country in the construction of their edifices, some of which, not much the worse from age, still stand—and may they stand till doomsday—this was inevitable, and as it still must be that the same forms, and these, I suppose, with all their contents, continue, yet, as there is so much truth in them all, and that truth the perpetual element, the original reason of their existence at all, and as they all level at the same object—the salvation of sinful men—why may not one say "Ye are brethren." Why not believe it and act upon it as far as possible? Resigning at once the *unitas in credendo*, that only renders it the more necessary to have far more abundantly the *unitas in colendo*, and the facts that the Principals, Doctors and Professors of those Colleges here meet together to deliberate in common on subjects deeply interesting to all alike, and that so many students from them prosecute here together a material part of their studies, are an indication that this blessed spirit has already made some progress, and gives reasonable ground for the hope that it may become publicly realised to the delight and example of the great majority of all rational and God-fearing men.

In this relation that now so happily subsists, we faintly hope we have a guaranty that the physical sciences will not monopolise the activity and might of the University. The ancient kinds of learning and some sciences older than any which the Faculty of Applied Science claims as its own, must needs hold their place through all the fierce pell-mell of material progress. Philosophy and learning, in each successive century from the early times of Christianity, have found in the Church their hereditary seat. They are a charge entailed upon her and the several churches which are, in a manner, incorporated with this University, have clearly shown their determination to assume the charge.

The Greek and Latin languages must always form a necessary part of the curriculum of students of Divinity, and we may rest nearly certain that there will always be some among them who will make these languages, and the literature which they comprehend, their special pasture.

For the same reason I anticipate for the chair of Mental and Moral Philosophy, I need not say additional security, for under any circumstances it must be regarded as a fixture, but vastly augmented usefulness. Having a peculiar interest in the subject for which it is established, the Church cannot fail to shield and maintain it; she requires its teaching both for defence and nourishment. Whatever the solidity of the rock that is her support historically, all are not equally influenced by the same representations, and, speaking from experience, I should say that it is the moral and spiritual element in Christianity—the indwelling divine spirit—that mainly persuades and captivates the heart to faith in Christ and obedience to His words. At any rate, for students of Divinity, and I should say students of Law also, no subject of study is more imperative than ethics. We need, above all things, the basis of ethics that forms part of our philosophical course. There seems to be a very common belief that moral laws or rules have their origin in human invention—that any religion may make them arbitrarily—that any ecclesiastical council, order or synod, any parliament or senate, any society, company or club or clique whatsoever, may fashion them for their own convenience, and that they need no better sanction than

their own authority. Many years ago, in Toronto, a man tampering with the loyalty of a soldier of the 93rd Regiment, urged that his occupation as a soldier was "contrary to the laws of God." "Ou, yes," replied the Highlander, "but ye ken the military is governed by a law of its ain." The soldier, I know, did not express all his better belief, but he found the case rather a hard one; he was no casuist, yet his words, literally taken, denote the sin and error of prevaricating the God-given laws whence are formed derivatively the conceptions and beliefs that ought universally to regulate the conduct of rational human beings. "Let us all be governed by a law of our ain" is the lowest reach of impiety or moral idiocy.

The affiliation of the Theological Colleges sooner or later, if the friendly spirit adverted to prevail, may lead to some great improvement in the educational system of the province. However admirable, as compared with many others, like them, it is defective in one respect by no means immaterial. Is it not desirable that the youth of the land during their years at school should be instructed with all possible care, among the first things needful for their life on earth, in their duties to God and man? You cannot leave this to the parents; fathers are too much occupied with their business, mothers are careful and troubled about many things; the Sunday Schools are worthy of all praise, and never can be too much encouraged nor too much attention paid to the character and gifts of the teachers, and yet it will be hardly denied that it is from the other schools and the academies that the determining influences come, which chiefly form the character of pupils, so far as it can be affected by external conditions. We hear it often insisted upon that some of the subjects introduced into the schools are so efficacious as intellectual training, called by a fallacy mental training, as if the former kind were the whole of man. Is moral and religious instruction not a good kind of training? Among so many arts taught, why exclude the art of righteousness? Why refuse them the crumbs that fall from the Master's table? Except on the plea of necessity nothing can justify the exclusion, and though I acknowledge that the facts of history are not very encouraging to one's best hopes, yet it does seem incredible that this necessity should be perpetual, and that so many of the kind of men connected with the several colleges and schools, all so deeply interested in the subject, many of them of much experience and devoted to the cause of public instruction, should not be able to devise some plan offensive to no man's conscience that has light in it, to supply this want—to stop up this avarial gap that lies between the stage to which the present system has advanced, and the fulfilment of its end.

In the course of the summer we hope to have the honour of receiving into the halls of the College a great number of the members of the British Association for the Advancement of Science. This expectation appears to inspire all classes with unfeigned satisfaction. I have heard no voice out of harmony with the general feeling. Many books have been lately published with the professed object of reconciling religion and science or science and religion, as if this were demanded by some peculiar necessity of the times; and apprehension of this kind seems to have existed from the beginning. St. Paul pronounces the emphatic warning—"Beware lest any man spoil you through philosophy and vain deceit." Hence, many young persons especially may be disposed to take up some prejudice against Philosophy and Science, for these are not always distinguished, as if they were naturally antagonistic to true religion. As to St. Paul's warning, he cannot mean *all* Philosophy, for, in that case, what is to be said of his own. His warning is correctly given in the New Version—"Take heed lest there shall be any one that maketh spoil of you through *his* philosophy and vain deceit." Many of the best masters of philosophy and science and of other kinds of learning hold truth too much in honour, and love the well-being of men too well to justify the hasty conclusion that they are necessarily "against us," and some of them we are certain are decidedly "for us," and upon the whole it seems a warrantable persuasion that Philosophy and Learning will, as ever before, do good service in the Kingdom of God, and prove able auxiliaries in support of the Crown of Christ. In the meantime Cicero's advice in reference to the disputations of the Academicians and Stoics of his day, may be thought worthy of some consideration—"Let it be understood that there be between them, as it were, a neutral ground, such as the Laws of the Twelve Tables ordain shall subsist between the properties of different landlords."

There is another point which I beg leave to suggest for deliberation to the Faculties concerned. It may be assumed as admitted that those of Medicine and Law would greatly benefit and elevate their professions if the regular course in Arts were made imperative. If this should be judged to be impracticable, the full course in mental and moral philosophy might not occupy the time of the student detrimentally. It is a species of knowledge cognate with what both Faculties profess to give. How often has the physician while he endeavours to remove "the perilous stuff that weighs upon the heart" physically, to take into consideration the state of the mind, and in the case of Law it is essential, supposing it to be necessary to study with any care the original principles from which all Law, except physical laws, are derived, and necessary it is, if a succession of fit and able persons is to be found to occupy the high places of the field, the statesmen of the land, and the judges, many such as we hitherto have had and have here still on the Bench, men accomplished in their special science, in all its extent, and other learning, courageous, incorruptible and independent. So long as we have such as these there is some hope for us whatever races of men fill the future Canada.

The Graduating Classes in Arts and Applied Science were entertained at dinner by the Undergraduates in the two Faculties, at the Windsor Hotel, on the evening of the 30th., Mr. C. W. Trenholme, B.A., occupying the chair. It is unnecessary to say that a most enjoyable and a most noisy time was spent by those present. The classes graduating this year have been noted not only for their intellectual prowess, but for their fine social qualities as well. "*Oratus multa prece, nitere porro. Vade, Vade.*"

UNIVERSITY LITERARY SOCIETY.

On the evening of the 28th April the Ladies' Ordinary at the Windsor was crowded to its utmost capacity by a large audience who had been invited by the Society to attend their twenty-first public meeting where they would be entertained by, as the card of invitation stated, an

"Adres buy dhe Prezident, Mr. Charles J. Doherty, B.C.L.,
"Dibeit: Shud Fonetik Speling by yuzd tuu reprizent dhe
wardz ov uwr Ingglish langgweij?"

Afermativ : { J. Ralph Murray, B.A.,
 { Albert J. Brown, B.A.
Negativ : { Raleigh J. Elliot,
 { John F. Mackie, B.A."

So large a number did this bring together that seats were at a premium long before the business of the evening began, and many persons were content to take advantage of a seat in the corridor or a convenient wall, rather than miss the "dibeit."

The address by the President has already been published by one of our daily papers, which makes it unnecessary for us to give it here.

Mr. MURRAY opened the debate as follows:—

MR. PRESIDENT, LADIES AND GENTLEMEN,—The subject chosen for our consideration this evening is one which at first sight may appear to many of you to be of an unpractical and uninteresting character. Those of you who have already studied and reflected upon this question of phonetic spelling, and who have carefully examined the pretensions of those who take the view of the case which it is our honour on the affirmative to uphold this evening, will look upon this subject with no contemptuous regard, and I feel very confident indeed that when, later on, the vote comes to be taken, your decision will unhesitatingly be given in support of a reform which you cannot fail to have recognized as reasonable and very necessary. But when I come to consider the little attention which has been paid to this question in Canada, when I remember the comparative ignorance in which many of us have lived as to the strides which the agitation for spelling reform is making, and the proportions which it is assuming in the mother country at the present day, it is but natural for me to suppose that there are many amongst those whom I am now addressing who have hitherto looked upon this scheme of phonetic spelling as about the most impracticable which it has ever entered into the mind of man to advocate, that the idea was entertained chiefly by cranks, or at the most was useful only as affording amusement of a literary nature to the most visionary scholars. To those who have thought thus, if any there be here, I wish to say that no more erroneous idea was ever entertained by them; and I feel sure that before this debate has come to an end they will be ready to acknowledge such to be the case. I have never been much inclined to advocate reforms as we generally understand them, simply because they went by the name of reforms; indeed, by nature and associations I am opposed to all radical changes, and yet as I stand up this evening to advocate this change in our mode of spelling, I feel that the reform is no ordinary one, I feel that as it is one of the vastest social and literary importance, embracing millions upon millions of people in its effects, so, too, it is one into which I can enter with the greatest enthusiasm of which I am capable, one which it confers honour upon me to be allowed to support. Most vivid is my consciousness at the present moment of the enormous importance of this grand, this far-reaching reform, but almost as deep is the regret which is present with me that the advocacy of such a noble cause should, on such a propitious occasion as the present, be entrusted to the hands of those so little capable of doing justice to it.

As the time allotted to me is not very long, I shall content myself with giving a very general idea of the scheme of phonetic spelling as it is sought to be introduced into the English language. I shall draw, as it were, a rough outline of the plan which we are advocating, leaving the interstices and omissions to be filled in by my learned friend who is to support me. It would be impossible, and I think wholly undesirable for me to attempt to enter into the minute details of the technical part of this subject; nor does, indeed, a knowledge of these details seem to me at all necessary for the full understanding of the desirability of spelling reform. Glancing at the meaning of language in general, and at the development of written language from spoken, I shall go on to refer briefly to those points in which the English language fails to come up to the ideal of a perfect written language, to those respects in which it falls short of what it ought to be. Then by drawing your attention to the disastrous results flowing from these imperfections I shall show you that reform is necessary and possible; I shall show you that if this system which we propose be adopted, we shall not only remove the imperfections in our spelling, but we shall also, as a consequence of this, do a monumental service to millions of our race in this and succeeding ages. But it is not to be supposed that such a drastic improvement as this can be carried out without its encountering the sharpest criticism and the most determined opposition. We shall glance, therefore, at some of the most important objections which have been raised to the scheme, and I shall attempt to show you how these objections are almost entirely groundless, and certainly not of sufficient weight to stay the progress of this inevitable amelioration. I have not the slightest doubt that our friends on the opposite side when they come to reply will refer to some of these flimsy objections from their point of view, and will lay a great deal of stress upon them, but I have no fear of their imposing upon you.

Finally, I shall mention the names of a few of those who are supporting this noble cause in England and the United States, in order that you may understand that this is no mere visionary proposal which is made, but one that emanates from persons of the greatest renown, and from those possessing the greatest experience in educational matters.

Language, as you all know, is the means by which thought is communicated, and spoken language that particular method in which this end is effected by means of the voice. Now, written language is an invention of man in which, by employing a set of symbols sufficiently distinct in outline and easy of formation, corresponding with the elementary sounds of the spoken language, thoughts are capable of being communicated and preserved. What is the process by which this written language is arrived at? The spoken language is first analyzed and the elementary sounds determined, which in varying combinations form the several spoken words. Next, a symbol is arbitrarily chosen to represent each of these elementary sounds, so that by combining the symbols in different ways, any word in the spoken language can be represented and recalled. Finally, by the power of instantaneous association the written symbols come to represent directly the thought of which the spoken word was the expression. Clearly, then, written language first proceeds on purely phonetic principles. No one has so far been found to controvert this. The inventors of written language made it their aim to reduce the language to writing exactly as it was spoken, and they had primarily no idea of forcing their symbols to represent some grammatical or etymological facts. Their aim, I repeat, was purely phonetical.

Keeping this in mind, what do we find to be the requisites of a perfect written language? We find them to be these. First, each distinct elementary sound should have one symbol to represent it, and one symbol only. Second, each symbol should represent one sound only. Third, the symbols should be distinct in formation and easily written.

Now, let us examine how far the English language fulfils these conditions; let us see how much it resembles a perfect written language!

On the third requisite I shall not dwell, because you all know of and understand the benefits of the changes that have been introduced during the latter half of this century in the method of writing English. Not only is shorthand an inestimable boon to those engaged in that most laborious but very noble profession of journalism, and therefore a boon to every reader in the world, but it is already beginning to affect, and in the future it will continue to affect more largely the education of nearly every person in the civilized world. I ask you when reflecting upon this to remember that the principle forming the basis of the most approved method of shorthand is the principle we are advocating to-night, and that the single-hearted and clear-minded man who bestowed upon us the blessings of phonetic shorthand is the same man who to-day with a self-sacrifice and a devotion worthy of the cause, in his seventieth or eightieth year, at a period when other men are thinking rather of taking their rest, is still waging an unrelenting warfare against the monstrosity of our present method of spelling. That man is Mr. Isaac Pitman!

But let us hasten to enquire as to the other necessary conditions. Does the same symbol in English always represent the same sound under the same circumstances? At once we learn from the number of the letters in our alphabet that this is utterly impossible. There are at the very least 36 distinct elementary sounds in our language, viz., 24 consonants, *p b t d ch j k g f v th (thin) dh (then) s z sh zh (vision) m n ng l r h w y*; and 12 simple vowels, as in the words *at, alms; ell, earn (urn); ill, eel; not, naught, note; nut, put, rule*; besides 5 diphthongs, *ui or uy (guide, buy), ei or ey (veil, they*), oi or oy (coin, boy); uw (out, now); and yur (new, use).*

To represent all these we have an alphabet of 26 letters, of which *c, q, and x* are unnecessary as duplicates of *k, ks or gz*.

Clearly, then, some of our symbols must have different meanings at different times, which is contrary to one of the conditions which we recognized as fundamental to a good written language. But this fault would not be so very damaging if there were any means by which one could tell when the letters have one meaning and when they have another, and also when they have no meaning at all. For you must remember that each letter of the alphabet, except *j*, is sometimes mute.

The following are examples of such words:—

Isaac, debt, scene, (drachm), riband, hate, stiff, gnaw (straight), heir, business, know, salmon, mnemonics, hymn, double, psalm, Colquhoun, err (myrrh), isle, often, build, sevennight, who, billetdoux, eyot, rendezvous.

But, alas! the ingenuity of man has hitherto been found insufficient to formulate a rule which will enable the reader to distinguish the different values of the symbols, and consequently on this score the present method of writing our language must be pronounced deficient.

Next let us ask if in the mode of spelling which we at present adopt, the same sound is, under the same circumstances, always represented by the same symbols. That this is not so, is seen from the fact that we have numbers upon numbers of words pronounced alike and spelled differently, and also from the fact that some of our letters have identically the same sounds, as for instance *c* in *cat* and *k* in *kitten*.

So that in respect of both of our important conditions our language as we spell it at present fails to exhibit the requisites of a good written language.

Examples of the facts here noted will occur to the minds of all of you by hundreds, but a few examples may be given:

Thus among the vowels *a* has different sounds in *apron, father, water, many, hat, beggar*; *a-e* in *hate, have*; *au* in *gauche, aunt, laurel*; *e* in *be, let, her, clerk, pretty*; *ei* in *veil, conceit, forfeit*; *eo* in *people, George, yeoman, leopard*; *ew* in *sew, brew, new*; *i* in *it, machinery, fir, bind*; *ie* in *grief, pitied, friend, lie*; *o* in *not, go, do, woman, women, son, compter*; *oa* in *cupboard, board, broad*; *oo* in *brooch, brood, flood, wood, zoology*; *ou* in *ought, soul, soup, hough, double, would, noun*; *u* in *nut, unruly, busy, bury, pull, use, persuade, lieutenant*.

There are 110 such combinations, having 353 meanings.

Among consonants *bb* in *ebb, clubbook*; *c* in *can, cell, vermicelli, sacrifice, special*; *cc* in *account, accent*; *ch* in *architect, arch, chaise*; *g* in *gem, geese, rouge*; *x* in *except, beaux, vex, exalt*; *z* in *mezzotint, zeal, azure*. Of these there are 119, with 251 meanings. In learning to read, therefore, there are 229 letters and digraphs, to master, with 604 sounds, excluding muteness.

On the other hand, the same sounds are represented in many ways:—*at, Isaac, plaid, Michael, have*; *alms, father, are, ah*; *ell, heifer, leopard, head, allege, friend, lieutenant, bury, said*; *earn, her, fir, myrrh, word,*

journey, urn, hauteur; *ill, busy, build, forfeit, breeches, guinea, beafin, Theobald, turkey, prairie, fellow; chamois, eel, be, heal, Beauchamp, here, conceit, people, key, invalid, pique, field, Caesar, oesophagus, mosquito*; *not, forehead, hough, knowledge, was*; *naught, all, broad, law, ought, extraordinary*; *note, no, know, oats, Pharoah, hoe, oh, hautboy, floor, soul, though, owe, sew, yeoman*; *rule, truth, fruit, do, move, ooze, soup, shoe, through, galleon, Reuben, brew*; *put, wood, could*; *nut, son, flood, does, one, touch*; *buy, guide, fire, die, by, Mackay, aisle, deipnosophist, height, eye, I*; *veil, they, apron, Aaron, ale, dahlia, aerie, sail, gaol, gauge, say, great*; *boy, coin*; *out, now, caoutchouc, Macleod, plough*; *use, hue, Zebu, you, lieu, few, beauty, view, suit, ewe, Europe, feed.*

Among the consonants *p* is written as in *pay, hiccough, wrapped*; *b* as in *be, ebb, cupboard*; *t* as in *ten, debt, yacht, thyme, indict, two, mezzotint*; *ch* as in *chain, match*; *j* as in *just, Greenwich, soldier, judgment, gem, college*; *m* as in *man, Campbell, Banff, lamb, phlegm.*

For the 41 sounds there are 658 combinations used, of which the above are examples. Of these 658 symbols 379 are entirely different from one another.

Instead therefore of 41 signs, each with a single sound, there are 379 symbols, with 658 meanings to be mastered in order to be able to write English correctly.

In addition to this I may just mention to you that there are already nearly 1,500 words which are spelled in more than one way—a very serious matter indeed. Thus there are thousands of words in which it is disputed whether the termination should be *in* or *our*, as *honour*; *in* or *ize*, as *authorize*; *in* or *er*, as *centre*; whether to write *traveller* or *traveler*. Besides these large classes there are thousands more of individual words such as *aerie, ayry, eyry*; *almory, almry, ambry*; *ingraft, engraft, ingraff*; *extacy, ecstacy, ecstasy*; *adze, addice*; *hollo, halloo, hollow*; *peddler, pedlar, pedler*; *patrol, patroll, patrole*; *balk, baulk, bauk*; *mattress, matress, matress*; *cigar, segar*; *ribbon, riband, ribband, ribbin*; *scissors, cissors, cizarz, scissars*; *mocassin, moccason, maggason*; *capucche, capuchin, capashaw*; *seamstress, sempstress.*

But I do not suppose that our friends opposite will have the temerity to dispute the statement I have just made, the statement that the present alphabet, used as we use it at present, and considered as the groundwork of a system of orthography in which the phonetic system prevails, is an entire failure.

The next step in our enquiry is to weigh the results that flow from our present faulty method of spelling.

One result of our letters representing different sounds at different times is this, that the pronunciation of words cannot be divined with the slightest degree of certainty from their orthography, and that the orthography cannot be deduced from the sound of the spoken word. As a consequence of the former of these facts, it is found that foreigners experience the greatest difficulty in arriving at the pronunciation of our otherwise easily attained language. A German Doctor, in an English grammar which he wrote for the use of his countrymen, gave no less than 121 pages of rules for the pronunciation of the different letters of our alphabet, and the rules were such that an Irishman would say that they were all exceptions. As an illustration of the difficulty which foreigners experience in acquiring the correct pronunciation of our language, I may mention an incident which befell a learned French Professor on his first visit to London. The gentleman to whom I refer had studied English at the French University, and had made as much progress in it as it was possible for him to do under the circumstances. It happened that on his passage across the Channel he contracted a violent cold, so that on his arrival in the metropolis he was obliged to send for a physician. In the interim, wishing to show Dr. John Bull how well he could talk English, he took a dictionary and found that *toux* was cough in the latter tongue.

"C-o-u-g-h" spelled the Frenchman, "how they say that? I have him. P-l-o-u-g-h is *plow*, and c-o-u-g-h is *cow*. I got a cow."

The doctor entered and began to feel his pulse where all seemed right. "I have no trouble dare," said the Professor, putting his hand to his throat, "I got a cow."

"Well, I'm not a cow-doctor!" said the doctor, indignantly; "why do you send for me to see your cow?"

"But you will not understand me" said the discomfited Frenchman, "here is my cow—here," and he thumped his breast in desperation.

The doctor shook his head, as though he thought him demented. The Professor had again recourse to his dictionary, thinking if he got the precise locality of his cow, the doctor would understand. Accordingly he looked for the word "chest," and found the first definition to be "a box;" then shouting as loud as he could, he exclaimed, *I got a cow in my box!*

The Doctor burst into a roar of laughter, and the poor Frenchman died of chagrin, all because the word *cough* was not spelt *cof*.

Here, then, we see the first practical benefit which would arise from the adoption, in our language, of the phonetic system; foreigners would be enabled to acquire the language with infinitely less trouble than at present, and thousands would be saved years of drudgery and vexation. The only answer which I can conceive of my friends opposite making to this argument is one which I am very sure they will not make. They might answer that we don't want foreigners to learn our language, and that the more difficult they find it to learn the better. Such an answer might be expected from an uneducated partisan of our present mode of spelling, but certainly not from gentlemen of the ability of our opponents this evening.

But how does the same fact affect ourselves? Recognising that no rules can be arrived at for guidance in pronunciation we teach our children to read each word separately, as a new symbol to be committed to memory; and in teaching to write or spell the language we make the child learn by heart the names of the alphabetical elements of the word (which have seldom anything to do with its sound), for every common word in the language. Thus, for a complete knowledge of the language, instead of the child having to learn only thirty or forty distinct symbols, he has to learn separately 90,000 distinct words. For it is a truth beyond the power of argument to gainsay that no Englishman feels certain of the pronunciation of an English word which he has only seen written and never heard spoken, and the chances against his writing correctly a word which he has never seen, but only heard, are still more numerous. These difficulties must be very familiar to every one of you, but just as an example let me mention the interesting fact that the word *scissors* can be spelt in 58 million different

* In the south of England and in many other places long *a* is distinctly a diphthong. In Scotland and elsewhere it is not, but where the sound is simple its position is between *e* in *ell* and *i* in *it*, and until new types are cast it may be written *ei* or *ey*.

ways, each of which can be supported by examples of analogous spellings, thus:—S is represented in 17 ways; short I in 36; Z in 17; E in 33; R in 10; Z in 17, and these multiplied together,

$$17 \times 36 \times 17 \times 33 \times 10 \times 17 = 58,366,440.$$

So that in this particular case the chances that a person who had only heard this word would spell it incorrectly are about 58 millions to one.

What is the practical meaning of all this? It means the loss of three or four years of precious time by every child who learns to read and spell; it means days and months and years of useless drudgery for both teacher and pupil; it means that years which might, if the Phonetic System were introduced, be employed by our children in acquiring useful knowledge, are now squandered in unnecessarily loading their memories and breaking their hearts; it means that 90 per cent. of the pupils in the schools of England go out into life unable to read a paragraph from a newspaper intelligently; it means that 15 millions of dollars are annually thrown away in England alone; it means that the English national education is a failure; it means that ignorance prevails through the land. Here is our great argument for phonetic spelling, which no objection from our friends opposite can shake. They will tell you, no doubt, in the most eloquent terms, as they are well able to do, that we want to destroy the etymological and historical value of our language, and a great many more things of the same kind. A weighty thing indeed to counterpoise against the blessings of the phonetic system! Forsooth, our children are to be compelled to waste from four to seven years of their short lives because some people have an idea that the new system would destroy our etymology. I appeal to you, especially to those of you who have ever in the course of your lives been engaged in the profession of teaching, and a very noble profession it is, I appeal to you if it would not be an inestimable blessing to the race if boys and girls, old men and women, could learn to read and write within the short space of six or twelve months. If there are any sisters here who have helped to teach their younger brothers to read; if there are any elder brothers who have helped their sisters as they toiled day after day over those miserable pothooks and hangers, if there are any such here, and I am sure there are, I appeal to them to give their vote this evening in favour of the system which will bring emancipation, power and happiness with it.

But besides the utter waste of time involved in learning to read, a great mischief is done to the minds of the children by subjecting them to such unsound teaching. Hear what Max Muller, probably the greatest living philologist, says upon this point:—

"What, however, is even more serious than all this, is not the great waste of time in learning to read, and the almost complete failure in national education, but the actual mischief done by subjecting young minds to the illogical and tedious drudgery of learning to read English as spelt at present. Everything they have to learn in reading (or pronunciation) and spelling is irrational: one rule contradicts the other, and each statement has to be accepted simply on authority, and with a complete disregard of all those rational instincts which lie dormant in the child, and ought to be awakened by every kind of healthy exercise.

"I know there are persons who can defend anything, and who hold that it is due to this very discipline that the English character is what it is: that it retains respect for authority; that it does not require a reason for everything; and that it does not admit that what is inconceivable is therefore impossible. Even English orthodoxy has been traced back to that hidden source, because a child accustomed to believe that *though* is *though*, and that *through* is *through*, would afterwards believe anything. It may be so; still I doubt whether even such objects would justify such means.

"But with all that, the problem remains unsolved. What are people to do when language and pronunciation change, while their spelling is declared to be unchangeable? It is, I believe, hardly necessary that I should prove how corrupt, effete, and utterly irrational the present system of spelling is, for no one seems inclined to deny all that. I shall only quote, therefore, the judgment of one man, the late Bishop Thirlwall, a man who never used exaggerated language. 'I look,' he says, 'upon the established system, if an accidental custom may be so called, as a mass of anomalies, the growth of ignorance and chance, equally repugnant to good taste and to common sense. But I am aware that the public cling to these anomalies with a tenacity proportioned to their absurdity, and are jealous of all encroachment on ground consecrated by prescription to the free play of blind caprice.'"

After considering these things who will assert that Reform is not necessary?

Again, the ignorance of so many grown up people at the present day may be traced to the same source. In England alone there are about five million grown-up people who cannot read. Why is this? Because, in the words of Maria Edgeworth, one of the most famous of educationalists, "the labour and disgust of learning to read render it the most difficult of all human attainments." This, however, can all be changed by the introduction of the phonetic system, which is so simple that it does not necessarily require the addition of a new letter to our present alphabet, but only that the present letters be used in a different way, though it would be more satisfactory for each simple elementary sound to have a single sign. Our present spelling we must consider not only a scientific failure, but also a moral failure, because it deprives a large proportion of our population of the enjoyment of one of the most indispensable blessings of civilized life—the power to read.

Many other evil results attendant on our present mode of spelling occur to my mind, but time will not permit me to dwell upon them. My learned friend who is to follow me on the same side will, I daresay, refer to some of these points. Amongst other things our present spelling occasions great difficulties to those who endeavour to reduce unwritten languages to writing; it obscures the names of persons and places, and it disables us from ascertaining the real condition of our spoken language, even a few hundred years back.

Amongst the incidental advantages of phoneticism I may mention that the system will cause a diffusion of correct pronunciation over the whole Empire, and will tend to do away with provincial dialects; that it will diminish the number of letters with which it is necessary to write a word, and reduce the bulk and therefore the expense of our books by about one-tenth.

Summing up, then, the advantages of phonetic spelling, we see that:—

- (1.) It will render reading easy.
- (2.) It will render spelling easy.
- (3.) It enables the student, as soon as he has learned the phonetic alphabet thoroughly, to spell any word with the same accuracy that he can pronounce it.
- (4.) It renders the task of learning to read delightful to teacher and learner.
- (5.) It will consequently tend to remove the present ignorance of the poorer classes.
- (6.) It will render the language less difficult for foreigners.
- (7.) It will render the business of reducing unwritten languages to a written form, sure and easy.
- (8.) It will show the exact state of the language at a given time.
- (9.) It will tend to do away with barbarisms in pronunciation.
- (10.) It will reduce the bulk and therefore the cost of our books.

Now let me turn to some of the objections chronically urged against phoneticism.

The most important objection is that which maintains that the system would tend to obscure etymology, and produce confusion. We answer to this, first of all, that phonetic spelling, so far from being a hindrance to etymology, is its only sure and safe guide, for the science of etymology is built upon the science of phonetics. In the second place we may ask our opponents if the change which we propose will destroy the etymology, how is it that the etymology has not already been destroyed? We know that in Queen Anne's time our orthography was not the same as at present. We know that in Caxton's time the orthography was different from that of Queen Anne's time, and if we go back to Chaucer we find that English is almost like another language. The truth is that etymologies at present are very uncertain, and we do not look to them for the present meanings of the words. If, to take a celebrated example, I should call my friend opposite a *knave* and a *villain*, he would hardly be satisfied with my telling him that one of the words originally signified only a lad or servant, and the other a ploughman. But even if the etymological value of our words was somewhat impaired by phonetic spelling, I ask should the latter on that account be rejected? Ask yourselves candidly how often do you look to the etymology of words in your every day life. I imagine that the occasions are very few and far between. It would only be the scholar who would lose and he would still possess the records of our present books. I shall give you the opinion of the greatest living etymologist upon this point:—

"Language is not made for scholars and etymologists; and if the whole race of English etymologists were really to be swept away by the introduction of spelling reform, I hope they would be the first to rejoice in sacrificing themselves in so good a cause. But is it really the case that the historical unity of the English language would be broken by the adoption of phonetic spelling, and the profession of the etymologist would be gone forever? I say, No, most emphatically, to both propositions. The real answer, however, is that no one could honestly call the present system of spelling either historical or etymological; and I believe that, taken as a whole, the loss occasioned by consistent phonetic spelling would hardly be greater than the gain."

Hear also the distinguished Dr. J. A. H. Murray, the lexicographer, upon this objection:—

"I hardly need add that my dictionary experience has already shown me that the ordinary appeals to etymology against spelling reform utterly break down upon examination. The etymological information supposed to be enshrined in the current spelling is sapless at its very foundation by the fact that it is, in sober fact, oftener wrong than right, that it is oftener the fancy of pedants or sciolists of the Renaissance, or monkish etymologists of still earlier times, that are thus preserved, than the truth which alone is etymology. From the fourteenth century onwards, a fashion swept over French and English of refashioning the spelling of words after the Latin ones, with which rightly or wrongly they were supposed to be connected; and to such an extent has this gone that it is, in nine cases out of ten, now impossible, without actual investigation, to form any opinion upon the history of these words—the very thing the current spelling is supposed to tell us. The real history is recovered only by marshalling the phonetic spellings of earlier days, as the Philological Society's Dictionary will enable everyone to do, piercing through the mendacious spellings of later times to the phonetic facts which they conceal or falsify, and thus reaching a genuine etymology. The traditional and pseudo-etymological spellings of the last few centuries are the direct foes with which genuine etymology has to contend; they are the very curse of the etymologist's labour, the thorns and thistles which everywhere choke the golden grains of truth, and afford satisfaction only to the braying asses which think them as good as wheat."

This, Ladies and Gentlemen, is the great objection with which our opponents arm themselves, this is the broken reed upon which they so confidently rely.

The next objection is that we would in the new spelling be unable to distinguish words pronounced alike but now spelled differently, such words for instance as *r-i-g-h-t* and *w-r-i-t-e*. Our answer to this is, that if at present in the hurry of conversation there is hardly ever a doubt which word is meant, surely there would be much less danger in the slow process of reading a continuous sentence where the context would remove any possibility of doubt. That this objection is a most flimsy one will be seen from the fact that there are already in written English about 600 words with different meanings which, on the reasoning of our opponents, should be provided with separate spellings. For instance the word *box* would require eight spellings, for it has eight, if not more, different meanings. The objection is really an objection to the English language, and not to phonetic spelling.

The only other objection deserving of our consideration is that there would be no uniform method of spelling—that each one would spell as she or he thought fit. This objection has, in reality, no basis, and primarily arose from an erroneous idea that phonetic spelling was advocated only by teetotalers, vegetarians and uneducated people. True, people could spell as they liked, just as they can spell now as they like, for we cannot prevent utterly ignorant people, in the phonetic system, or in the present system, or in any system under heaven, from spelling incorrectly, only there would be an infinitely greater likelihood of their spelling correctly

under the phonetic system. We should have just as strong authority for our spelling then as we have at present. At present we follow the spelling adopted by the best educated classes, and by the lexicographers, principally Dr. Johnson, modified, however, by more recent writers, of whom Ogilvie is perhaps the best. We have no Act of Parliament to guide us, and, indeed, our present spelling varies a good deal. We should have just as sure and authoritative guides under the new system.

Finally, I said I would read to you the names of some of those who are supporting this agitation in order to show you that this is no visionary scheme. Amongst the number I see the names of John Hall Gladstone, Ph. D., F.R.S., Member of the School Board for London; Rev. E. A. Abbott, D.D., Head Master of the City of London School; Rev. Joseph Angus, D.D., President of the Regent's Park College, and Member of the School Board for London; Alexander Bain, LL.D., Rector of the University of Aberdeen; Miss Dorothea Beale, Principal of the College for Ladies, Cheltenham; Miss Frances M. Buss, Principal of the North London Collegiate School for Girls; Leonard H. Courtney, M.P., Under-Secretary of State for the Colonies; Sir John Lubbock, Bart., F.R.S., M.P., for the University of London; Rev. J. P. Mahaffy, M.A., Professor of Ancient History in the University of Dublin; the Right Hon. A. J. Mundella, M.P., Vice-President of the Committee of Council on Education. Rev. Archibald Henry Sayce, M.A., Deputy Professor of Comparative Philology in the University of Oxford; Rev. C. Broderick Scott, D.D., Head Master of Westminster School, The Right Hon. Viscount Sherbrooke; Rev. W. W. Skeat, M.A., Professor of Anglo-Saxon in the University of Cambridge; Alfred Tennyson, D.C.L., F.R.S., Poet Laureate. But the greatest of all is Alexander J. Ellis, F.R.S.

That this is not an impossible reform may be gathered from the fact that the Spaniards in the last century and the Dutch in this, adopted similar reforms, with nothing but the best results, whilst the Polish, Bohemian and Hungarian alphabets are all modern and constructed on phonetic principles.

I must now bring my rambling remarks to a close and leave the subject for more concise treatment to my friends on both sides. Allow me, however, before sitting down to repeat what I said on rising to speak that this is a noble problem, a question of momentous interest to millions of the human race. Believe me, your decision to-night will not be without its influence. Let it be given, I beseech you, honestly and decisively in favour of what will enfranchise more people than the greatest bill which ever came before parliament; of what will do more to spread morality and knowledge throughout the length and breadth of the land than any invention since the time when the first printer, trembling with excitement and joy, scanned the first printed page.

Mr. Elliot in opening for the Negative said:—

MR. PRESIDENT, LADIES AND GENTLEMEN,—When the actors and actions of this nineteenth century shall have been submitted to the investigation and criticism of posterity, I venture to say that the period will stand out pre-eminently distinct from its predecessors, and may be from its successors, as one of *change* and of *great activity of thought*. Other centuries have seen wide-spread and even violent changes, no doubt, but the spirit was not then so manifestly abroad in the land; it exerted its influence then only in well defined localities and upon few subjects, but now it has permeated every avenue of life, among all classes of people, from the shop to the pulpit irritation at the existing order of things is displayed and calls come for a better; the manual labourer in common with the professor is discussing theories and estimating probabilities; the spirit has swollen from a fructifying stream, bringing life and health and happiness and progress and security to a mighty and turbulent ocean, which threatens to sweep away upon its seething and inconstant billows even the very landmarks of our ancestry and to overturn the foundations of our social system.

There was a time when reform had need of encouragement and sustenance; a time when the noble decision of an intellectual giant, coupled with an heroic courage and untiring perseverance could alone cope with the torpor of custom and prejudice, and give a progressive movement to society: doubtless, it is true that even now our extended vision serves only to show us the dimensions of the "room for improvement," but it is equally true that in these days we need, instead of the glowing pictures and ardent fancies of the adherents of advanced opinions, the healthy courage and cautious action of more conservative minds; men who will not shrink from encountering the ridicule that may be poured upon existing institutions by so-called reformers—first, for the good that is in them; secondly, for the poor substitutes we are asked to exchange them for.

We are asked by the gentleman who has just resumed his seat to exchange our present system of spelling for one which he and I must confess many others consider a better: with far more learning and eloquence than I can bring to bear upon the subject that gentleman has portrayed to you the defects of the old, the advantages of the new. Whatever may be said of his contentions there can, I think, be but one opinion as to the clearness and ability with which the learned gentleman has pleaded for a change. The lucidity of his sentences has, I must own at once, entirely changed my opinions. I am now forced to believe, what up to the present time I found very difficult, that our opponents' advocacy of this change arises from a hearty belief in it, and, though in error, they certainly have the courage of their convictions. Were it not that I feel assured so just a defence as that which we undertake to-night needs but little support to commend it to the attention and adoption of this audience, I should scarcely venture to attack the arguments of my opponent, not indeed because of their intrinsic worth, but because they deserve a cultured reply.

Our opponents' advocacy of this change, however, shews them to have been unwittingly carried off upon one of the *breakers of change* in the great ocean of thought and not upon a *deep and natural current of reform*.

Let me say at the outset that we do not oppose a change merely because it is such. I know it has become the fashion in these days to consider those who give opposition to such undertakings as the one under discussion to-night as so wedded to their opinions as to mistake prejudice for reason. This is as often false as true; the difference between our opponents and us is this—that while they having fallen in love with a flashy but impracticable toy, strive in the ardour of their affection to substitute it for the tried and really valuable instrument, we, on the other hand, with a lively remem-

brance of the debt we owe to the old for its mines of knowledge, its wells of consolation and its streams of music, maintain our right to tread cautiously in examining the foundations of this old system, and will not discard it until we are assured that its usefulness is gone and that a better has succeeded it.

Our opponents are greatly exercised lest we should consider them "cranks." I hasten to assure the learned gentleman that, on the contrary, I have always admired his logical habits of thought, but I must confess I entertain deep pity for that poor old man upon whom he placed such a glowing eulogy, who, at the age of seventy years, was engaged in so puerile a pursuit!

It is evident, Mr. President, that our opponents are bound from the very nature of the subject to establish both of these two things before they can hope for a favourable verdict,—first, that the present system is defective; second, that the proposed is a vastly superior one. Whether the gentleman who has just resumed his seat has been to any extent successful in either of these two tasks is a question, even if no objection were taken to his arguments nor any criticism offered upon his views. But without entering upon a detailed reply I propose to place the arguments of the learned gentleman as belonging to a class much in vogue among ardent reformers, and consisting in the creation of *imaginary maladies* for which they *invent corresponding cures*. I shall endeavour in reply to these arguments to shew two things,—first, that our opponents enormously exaggerate the defects and inconveniences of the old system of spelling; second, the one which they propose although as yet "in the air," and therefore far more easy to defend than attack, gives strong evidences of being not an improvement, but a positive injury, an educational calamity.

First, then, that the defects of the old system are exaggerated. I am aware that this very statement may be seized upon by our opponents as at least a partial admission of their correctness, but you will remember, Mr. President, that we do not advocate the present system as a perfect one. I admit that it has defects in the same way that in many respects our appliances for agricultural pursuits are defective, that our systems of education are defective, that our governmental machinery is defective; they are all marred by ignorance and want of power in their immediate authors; they are defective because in wisdom we have been endowed with aspirations for an ideal which is perfect.

It is assumed quietly by our opponents that the written word should correspond to and be an exact reflex of the spoken. Now, at the outset, this is the very assumption which I consider requires investigation and demands proof. Why should it? Dr. Trench has well observed that "every word has two existences, as a spoken word and a written, and you have no right to sacrifice one of these or even subordinate it wholly to the other." The spoken word gives us information through the sense of hearing, the written word through the sense of vision. Written words naturally are stable; spoken words are naturally changeable.

The answer of our opponents to this obvious truth is—yes, but in the acquisition of knowledge, written and spoken words are intimately connected, and unless we have a regular and systematic alphabet to represent the sounds employed in uttering spoken words, the written language is almost impossible of acquisition, or at any rate necessitates an enormous outlay of both time and money, and thus presents an appalling obstacle to the education of the people; and in this answer we have in brief the *raison d'être* of the discussion.

In reply to this, I say, it is only true to a very limited extent, so limited indeed, that instead of assuming it to be sufficient cause for so radical a change, it should be closely examined whether it is a charge sufficiently important to deserve the attention of educators. My own belief is that the eye and the memory are the all important means by which we learn to read and spell a language—the eye conveys the picture to the mind and the memory retains the name of this picture. In a language in which phonetic spelling is the rule, no doubt the task upon the memory is somewhat less, for an act of memory need then only be exercised over a class instead of over each individual word, but at the same time it must be remembered that in such a language words must necessarily lose many of their distinctive marks; hence, the eye is more likely to err, and moreover the system naturally implies, in fact is so constructed as to require a certain amount of reasoning power. It may, I think, very reasonably be doubted if much reliance can be placed upon this power in the first stages of education; especially in the case of very young children I am of opinion it would render the primary steps even more difficult than they now are, for teachers would be very apt to expect from the infantile mind powers which naturally belong only to older children.

But turning aside from this speculative method of treating the subject, I find it is a favourite method among our opponents of shewing this enormous waste of power in time and money to compare the time spent upon learning to read and spell a phonetic language with that necessary to acquire the English, and I have been astonished at the apparently thoughtless manner in which these gentlemen have jumped at conclusions; I can only account for it by the intensity of their passion for their captivating hobby, reminding you of the adage, "love is blind."

In examining this question I wish to attach to it all the importance to which it is entitled in the discussion, it would be an easy task to expose the exaggerations of some of the calculations of those advocates of the change who are merely visionary theorists. In looking at these calculations I have been forcibly reminded of Mark Twain's reflection after having proved the river Mississippi to have been 1,300,000 miles long at one time, and to have stuck out over the Gulf of Mexico like a fishing-rod. He says, "There is something fascinating about science. One gets such wholesale returns of conjecture out of such a trifling investment of fact!" I think the learned leader of the affirmative will not object to receive the calculations of Mr. J. H. Gladstone as those of a friend and brother reformer. I think he urges his views strongly and places his argument in the most taking form, and that therefore I am fair in presenting his argument to you, ladies and gentlemen, as a brief but comprehensive summary of all like arguments of our opponents. It is a specimen brick from which you may gather a pretty correct idea of the sort of *proofs* upon which these gentlemen ask us to make this radical change.

Mr. Gladstone, who was a member of the London School Board of 1878, entered upon his calculations with this practical object in view, to

improve, if possible, the educational advantages of the working classes in the great City of London; he, therefore, conducted his investigations, one would suppose, in a practical business-like manner. He tells us that the spelling of the Italian language is the most perfect in Europe, being almost strictly phonetic. After carefully examining the amount of time devoted to reading and spelling in Italian and also in English schools, he comes to the astonishing result that 1375 hours more are devoted to these subjects in the school year in the English school than in the Italian! No wonder Mr. Gladstone belches forth anathemas upon a system of spelling which thus wastes the time and youth of our people, if his calculations were correct and thorough, but they are not, they are erroneous because very superficial, and as I say may be taken as a specimen brick of all like argumenis of our opponents.

I need scarcely remind you, Mr. President, that there are two methods of teaching, with a text-book and orally. Now, if a child commit to memory a rule of arithmetic from a text-book he is actually studying reading and spelling rather than arithmetic; if he learn facts of history and geography from a text-book, he is having equally good practice in reading and spelling. Now, in English schools we know that these subjects are, as a rule, taught to a great extent orally, while I am inclined to believe that the system adopted in Italy is the opposite, but whether this be true or not, Mr. Gladstone's 1375 hours extra time is utterly valueless as an argument in favour of phonetic spelling until he proves to us that these two systems of teaching are not respectively in vogue in the two countries to which I have referred.

But the utter absurdity of these calculations may be well exposed in another way. It is a notorious fact that a century ago only a very small percentage of Italians could read and write, but of those who could, probably eighty or ninety per cent. could understand their own great poets and philosophers. Now every one learns to read, at least, but of those who can pass a very tolerable standard not one per cent. can make head or tail of Dante. Now what does this prove? Simply this, that Italians are taught to read and spell a vocabulary which will prepare them to read their newspapers and write business letters. But what is the aim of an English school? To teach the entire vocabulary of the language; consult our spelling books, bristling with words that a fairly well-educated man does not employ a dozen times a year; look through our reading books, supposed to be adapted for boys of ten years of age, and you have extracts from "Disraeli's speech on the death of Wellington;" "The scene in the tower, from King John," and "Dr. Dawson's Creation of the Earth," and yet the time necessary to acquire this vocabulary is compared with that necessary for the former. The quantity of the words, not the method of spelling, is what consumes the time and produces unsatisfactory results; and here let me say, that it appears to me, we might well take a leaf out of the Italian book. I think it an entire waste of energy and a positive cruelty to spend the time of the children of the working classes, those who go to school to learn to read and write and nothing more, in either reading or spelling words which they will never have occasion to use. We teach children multiplication but not cube root, and act reasonably, but because they ought to be able to spell *dog* must they of necessity spell *protoplasm*?

Now, Mr. President, I have endeavoured to show that our opponents are able to prove, neither by abstract reasoning, nor yet by comparison with other countries, that our system of spelling is such a burden upon the education of the people as they regard it. One other method of proof is resorted to, ingenious but equally fallacious. It is said children of our own country have actually been taught to read and spell by the phonetic system, and they have learned in a much shorter period of time; with regard to the latter accomplishment they would probably be regarded as far ahead of their time as Artemus Ward considered Mr. Chaucer behind it; when he said "he had brains, but, unfortunately, could not spell!" But in answer to this argument I would say, what guarantee have I that you are not comparing the work of exceedingly good teachers and exceptionally bright children with that of careless teachers and ordinary children; but even granted that the children and teachers were of equal ability, this much remains to be said, that the teacher of the phonetic system has entered upon his work with the zeal and ardor of an earnest believer, and has, therefore, the immense advantage that such a condition gives him.

It only remains to be said in this connection, Mr. President, that if the charge against the present system of waste of time has been shewn to be false, the charge of waste of money falls to the ground, for it is, in fact, only the measure of the former. When our opponents are so fortunate as to procure actual calamities brought about by the old system, argument fails and defence is useless. The leader of the affirmative has wittily, and I must say to my mind unfeelingly, charged our present system of spelling with *killing a Frenchman and mauling a cow*. I offer my sympathy to the bereaved family who, in their youthful gambols were, with one fell swoop, deprived of a fond father and their matin bowl of milk!

My second task, Mr. Chairman, is to endeavour to show why I consider the proposed method would be not only not an improvement but a positive injury to the language. In order to do this I shall make some comparisons, difficult as it is to compare the seen with the unseen, the known with the unknown, and, in deference to the opinions of our opponents, I shall try to free myself of the knowledge that this new system has but a name, and forget, for the time being, that even the eloquent speech of the learned leader of the affirmative was powerless to call it out of the ghostly regions of crude thought, and give it a habitation and a form.

First of all, then, Mr. President, I claim that we can make no comparison between this new proposed system of spelling and the old as regards the cost of printing or writing, seeing that scarcely any two of those who advocate the new have ever yet been able to agree, either upon the number or character of their orthographic signs. The truly logical phonetic speller will not be satisfied until he has a visible sign for each and every sound of the human voice; the would-be practical man declares his brother reformer is refining too much, and he washes his hands of all responsibility in the matter! The leader of the affirmative has not very carefully defined his position in this respect. I do not wish to press him to raise up "foes of his own household." I fully appreciate his difficulties; but in the meantime he must be content to leave any argument founded on the cost of printing in abeyance, at least, for the present.

My second objection is, we have in English a large number of words, of very different meaning, yet all pronounced alike; everybody will admit

this to be a disadvantage, but our opponents ask us to extend this blemish to the written language as well, to spell, as well as pronounce them alike! In spoken language this may lead to error; in written language, from the very nature of things, it would; and so great would the inconvenience and annoyance become, that necessity would over-ride phonetic rules and interpose signs to catch the eye and distinguish the word.

Again, it is contended that phonetic spelling would indicate pronunciation and reduce dialects. Now, I contend that, for the great mass of the people, it would not indicate pronunciation, neither would it reduce dialects; it would perpetuate them. Spoken language is decidedly dictatorial and very tenacious. We have no authority of final resort for pronunciation in English; the spirit of the people will not brook such a thing; with a phonetic alphabet, and true to phonetic principles, the people would make the written word correspond with their idea of the spoken, as it is our written words are a standing protest against such mutilation; sweep away our etymological spelling and our written language will become a confused jargon. Italy has a phonetic alphabet, but she has also a number of very distinct dialects. And in our case, Mr. President, imagine us furnished with a phonetic alphabet, used under phonetic rules, and I ask you how much similarity would there be among the same words written by the inhabitants of the different sections of the British Isles themselves and of the Colonies? In this connection also, I wish to point you to the fallacy of the argument that people would not require to learn to spell, say after the two first years of school life. The argument, of course, is, if our words were spelled by fixed rule and not with arbitrary letters, people would naturally spell correctly. Now, if this be true, how comes it that incorrect spellings are not all alike? I have myself seen a word of four letters incorrectly spelled in three different ways by the same individual. The system is invented as a boon for uneducated and partially educated people. Dr. Trench gives us a forcible example of people spelling by sound, and hence an idea of what may be expected when the system advocated by our opponents is introduced. He says "the postmaster of the town of Woburn has noted 244 different methods of spelling that name among the uneducated class, for whose benefit this system is mainly composed."

There is still another objection to the system, so important and so far-reaching, that it is no wonder our opponents have always summoned their biggest guns to this point of attack. I refer to the irreparable loss which phonetic spelling implies in the etymology of our language. At first those who favoured phonetic spelling were dumb in reply to this objection, but through time they have gathered together a number of specious arguments, which have become worthy of notice only because some noted philologists and highly educated men have taken them under their special care. Our charge is, that this system will obliterate everything that *visibly* connects our language with the past, and will make it a dead, mechanical contrivance, instead of what it is, a living and wonderfully beautiful out-growth of the thought and progress and dignity of the race. The leader of the affirmative has given us a long array of scholarly names who deny this statement. I cannot dissect at any length the answers made to this charge by these noted men, but will content myself with simply shewing that when carefully examined they should have little weight in the discussion. The noted philologist, Prof. Müller, whose opinions usually are entitled to close attention, makes reply to our charge by propounding this question—"If a man know the origin of a word is he any less likely to recognise it in a phonetic dress?" and the answer is, unmistakably, no. But this is evading the question. If a man do *not* know the origin of a word, will he ever be likely to find it in a phonetic dress? The learned man *can*, the ignorant man will never try, but there are thousands of fairly well-educated men and women to whom such knowledge would be a store-house, inspiring thought, and opening up vistas of beauty undreamed of, whose knowledge is too limited to surmount the difficulty, and yet too extensive to rest satisfied wanting its solution.

In reply to the argument that the proposed system would substitute a healthy mental training for a vicious one, I cannot do better than remind you of the fact that thousands of English men and women have surmounted the difficulties of the language, and are not, as we can see, any the worse for it either mentally or morally. The learned leader of the affirmative is an eloquent survival, for the occasion, the fittest! and my friend who will follow me on the affirmative will unconsciously give emphasis to my position. As regards their morality I am equally certain on that point, unless, indeed, they claim that the system has engendered that ingratitude which they display in attacking the beneficent mother of their purest and most cherished enjoyments.

I am painfully aware, Mr. President, how imperfectly I have pleaded a good cause. From the course pursued by my friend who opened the discussion I have been obliged to anticipate argument, but I have endeavoured at the same time to reply to his position. In conclusion I wish to remind you that our opponents are bound to shew, first of all, good cause for doing away with the old; secondly, equally strong reasons for introducing the new, these reasons built upon natural conclusions arising out of a description of it; and after they have done all this they are bound to say how much of a gap they will allow between the spoken and written word, in other words, how often they will introduce changes into written words to have them keep pace with the spoken, which are constantly changing and varying. If they will take a suggestion from the adverse camp, I should advise them to institute at once a Board of Inventors and take up the old and set down the new before a knowledge-thirsty and grateful people at each decennial census!

And then when all this is done they may set to work with ear-tickling fancies about reform and progress, to induce such audiences, as the one before us to-night, Mr. President, to obliterate the proudest boast of our race, to give place to a pure plebeian upstart, whose sole claim to existence rests upon money and expediency.

Will you, for an apparent and imaginary gain, destroy and obliterate this inexhaustible treasure-house of word-love?

Will you, for an utilitarian and gross demand, wipe out the sentiment and poetry wrapped up in our words, and thus transmitted to us in our language by the noblest of our race.

Will you barter those numberless guides which our language supplies us, to the ancient custom, the beliefs of long past centuries, the conquests of heroes, and the creeds of all, for a soulless form suited to a spiritless people.

I am confident that you will not, but, on the contrary that you will decide in favour of the preservation of "our glorious English tongue," and by so doing vindicate a true sentiment which does you infinite honour, and at the same time enter your intelligent protest against such a daring project of iconoclasm as that proposed by our opponents.

The following is Mr. BROWN's address supporting the Affirmative :

MR. PRESIDENT, LADIES AND GENTLEMEN,—You have all, I am sure, listened with very much pleasure to the graceful periods and well-timed witticisms of the gentleman who has just resumed his seat. Enough, however, I feel satisfied, has been said by the leader upon the affirmative to show that a change in our system of spelling is not only desirable but indeed absolutely necessary.

I shall endeavour this evening in very brief and general terms to show that our present system is a very bad one, while the one we propose to introduce is infinitely better.

Our alphabet is made up of those characters which the Romans saw fit to adopt, in order to express the sounds which their language possessed. It was found in early times that the Latin language had some twenty-five or twenty-six distinct sounds; they therefore adopted a like number of symbols, and by means thereof were undoubtedly enabled to make their written language equal if not superior to their spoken. For this or some other cause the English people were subsequently induced to adopt the same characters which the Romans had adopted, perhaps because at that time the English language was found to be possessed of a like number of sounds to the Latin. Languages, however, are constantly changing, and these changes have in the course of centuries brought the English spoken language to be possessed of such qualities as have never been attained by other languages. In coming down through the past thousand years or more the English language has been thrown into close connection with the Celtic, Norman, and more especially the German tongue, while from the peculiar genius of the people they have been enabled to retain all that which these other languages possessed best worth having, and to reject that which was of poorer quality. In this way new sounds have been introduced into the English language which were native to these other languages, but which never being known to the Romans could not be represented in their alphabet.

The Latin English alphabet has thus gradually for a long time been becoming inadequate to express all the sounds that are now to be found in the English language without attributing to the several letters comprising it false sounds and thus causing much uncertainty and confusion. So, although much may be said in favour of the qualities resulting to the spoken language by reason of such influences, unfortunately very little can be said which would be laudable to the written.

It has been ascertained that the English language is now possessed of thirty-four or thirty-six distinct elementary sounds, and I shall endeavour as clearly as possible to set out the manner in which these thirty-six sounds are represented by twenty-six letters, and also the amount of difficulty that necessarily exists by reason of such representation, while at the same time I would have you bear in mind that it is the expressed opinion of all eminent philologists that this uncertainty would be avoided if we had an alphabet possessing as many letters as there are sounds in the language, and if these letters were at all times and under all circumstances sounded the same. It has also been found that of the twenty-six letters comprising our alphabet, twenty-five are liable to hide themselves, and under such circumstances are unknown to the ear; these are such as the letter *w* in the word wrong, and the letters *gh* in the word right, etc., so that in order to represent thirty-six distinct sounds as in the spoken language by twenty-six letters, of which twenty-five are liable to be mute, we have to make use of no less than 400 simple and compound symbols.

The most difficulty, however, arises with the vowels, *a* having at least six sounds; *o* having five, and *e, i, u*, four each, making at least twenty-three sounds from five vowels, only fourteen distinct sounds, however. So you see different vowels must under certain circumstances be favoured with similar sounds; nor will you think this surprising when you find that no less a number than 190 simple and compound symbols are made use of in order to derive from the five vowels these fourteen sounds; and more, we have instances where certain vowels are distinctly sounded although they are not to be found in the words, e.g., long *o* is heard in the word hautboy, the sound being set out by other letters; nor can this be simplified until we are possessed of an alphabet in which each of the vowels and consonants alike will at all times be represented by its own symbol and sound only.

Although I stated that the most irregularity exists in connection with the vowels, I would wish it to be remembered that a very great deal also rests with the consonants; but perhaps a still greater difficulty arises in connection with both vowels and consonants, from the fact that our language has come to be possessed of sounds which, with our present alphabet, we can only express by means of the union of two letters, while one letter for each sound should suffice. These sounds are such as of *ch* in the word chair, the two sounds of *th* (one hard and the other soft) as in the words thin and they, also of *sh* in the word fish, *th* in the word leisure, and of *aw* as in the words awe, tall and haul (in this latter instance you see the sound produced by means of different symbols). This is sufficient to show the uncertainty resulting from the insufficient number of letters in our alphabet, and which uncertainty is gradually increasing with the changes which are ever taking place in the language.

I shall now endeavour more practically to show you the necessity for a reform.

The English language contains at present about 90,000 words, and of all this number there are only about 1,000 which are spelled as they are sounded, i.e., in which the letters are both true to eye and ear, and these are made up almost entirely of monosyllables and the simplest dissyllables, while the remaining 89,000 words are possessed of letters which are not sounded, of which number it is astonishing to find that 800 are monosyllables and have letters which are at variance with the sounds they represent. These being among the first words which children are taught to spell after learning the alphabet, they at the very start encounter difficulties in trying to bring into harmony sounds which they know intuitively to be discordant

and thus seriously, I think, in many cases impairing the mind. Nor is it ended here, but they have to struggle on against the same difficulties until they have committed to memory the spelling of the whole 89,000 words, or so many of them as they ever know over and above the 1,000 in which the letters are possessed of their true sounds.

I will here give you an idea of the difficulty which is experienced by a child in learning to spell when it trusts to the sounds of the letters as in the alphabet or as heard in other words: take for example the word *beauty*.

In the meantime the child will have learned the alphabet and heard the sound of the letter *u* as set out in other words, but quite naturally it will first try the phonetic system and spell the word *b-u-t-y*, this it finds is wrong and thinks of the sound *u* in the word *dew*, so it tries *b-e-w-t-y*, this too, is wrong, so it tries the sound of *u* as in *suit* and spells *b-u-i-t-y*, then in the word *view* and tries *b-i-e-w-t-y*, these all being wrong it has some difficulty in remembering the sound *u* in *Europe* and tries *b-e-u-t-y*, after which it gives up in despair and has to be told *b-e-a-u-t-y* is the proper way to spell the word. This, ladies and gentlemen, I think is precisely the position in which children and even grown up persons are placed in hundreds, yes thousands of instances when trying to spell words which are possessed of mute letters. In proof of it, how many men in business to-day will try to write a word which they do not see very frequently without first consulting a dictionary, and besides what can be more deplorable than the fact that children have to bring their minds to believe when learning to spell that letters have sounds which they do not possess.

Dr. Franklin says, with reference to the country lass who called her lover her *beau*, but spelled it *b-o*, that no doubt it meant as much to her, and he thought as highly of her, for all that, as he did of the city girl who more artistically spelled it *b-e-a-u*. So you see that practically we are in very great need of a change in our system of spelling.

Let us now consider, briefly, the benefits which would be derived from such a reform.

It is, to a very great extent, with a view to facilitate learning to read and spell, and to place it within the reach of many who would never be able to accomplish it under our present system. If it is advantageous to know how to read and spell, those who can't do so should learn, and if we, by introducing the phonetic system, are able to place it within the reach of those who would be unable to do so now, we are accomplishing what will prove a blessing to the millions who are to succeed us, for it is estimated that in the year 2000 A.D., the English language will be spoken by no less a number than 1,837,000,000 of people.

I will now give you a few figures to show how small a percentage are able to acquire an education under the present system in the mother country. The Report of the Council of Education in England, in 1870-71, was to the effect that over 43,000 teachers were employed for an average attendance of 1,167,000 scholars, of which number 765,588 presented themselves for examination, and only about 31,000 were found to be sufficiently advanced to enter the sixth standard, it being necessary that they should be able to read a paragraph from the newspaper. Of this number over 3,000 were unable to write from dictation, and over 8,000 were ignorant of arithmetic, so we find that much less an average than one for each teacher was able to read an item from a paper. This, Ladies and Gentlemen, I think very conclusive that in England ignorance must prevail among the masses, and principally, no doubt, on account of our tedious system.

The report was much the same in 1873, so that when we consider the increase in population which is ever going on, doubling every 56 years among English-speaking people, while it requires from 100 to 140 years for other nations, and also that in less than two centuries the English language will be spoken by more than three times as many people as any other language on the face of the globe, we realize how greatly a reform is needed, and how promptly we must act in bringing it about, for among such masses the facilities and time for acquiring an education are necessarily limited, so that if, by introducing the phonetic system, the period of 6 or 7 years, which we all know is necessary under our present system to learn to read and spell, could be reduced, as we have every reason to believe it could, from practical experiments which have been going on during the past 35 or 40 years in certain parts of England, to 6 months or a year, its introduction will prove an everlasting boon to all future generations, for whom we are now paving the way. It would prove beneficial to all classes, a benefit to those who would not have time to learn to read and spell under the present system, in enabling them to do so; to those who would have time, in enabling them in the same period to pursue many of the branches of a higher education, and a universal benefit, for we all recognise the fact that knowledge which is acquired in early youth is retained much longer, and to better advantage than that which is learned in mature years.

Tests have been had in connection with the spelling of our language under our present system, both in England and America, and it has been ascertained that of less than 2,000 failures in the Civil Service Examinations in England, over 1,800 of the candidates were plucked for spelling, while in America even teachers are found to be deficient in this particular branch. On occasions when from 80 to 90 have been examined in the spelling of 100 common words, the best of them has failed in one; some, who took prizes, in four or five, while most of them have failed in over forty, from which it has been estimated that the average teachers will fail in more than 25 per cent of all the words which are put to them.

It has been hinted by the gentleman who has just resumed his seat, that such a change in the system as we propose would destroy the etymology of the language. Of this, however, I think we have little to fear, for we all know that words are traced back to their origin, as easily by their sounds as their spelling, if not more so, and that the simpler the spelling is, the more apt the words are to retain their true sounds, while the more complex and like our own system it becomes, the more apt are we to lose sight of their true and original meanings. Besides, what is language? It is only a means of communication between individuals, and the more simple and efficient this means the more universally beneficial it will prove. A gradual transformation is always taking place in languages, and these changes have, at length, brought the English spoken and written languages to be scarcely recognizable as one, so the etymology of our language may be said to be destroyed to a very great extent already; and the introduction of a phonetic system in spelling is the only hope of re-establishing it. It has also been thought impracticable by the advocates of our present system, but as such changes have already been adopted with good results

by other nations, such as the Italians and Spaniards, during the past two centuries, we have every reason to think it would be practicable in ours, and even achieve greater results, for these other nations were not so unfortunate at the outset as were the English, nor had they so great inducements to bring about the change, for we have to-day on our shoulders the responsibility of improving and bringing into harmony the written and spoken elements of the greatest and grandest language the world has ever known. Of course we have to work against public sentiment at first, for it is ever against introducing changes into old and established systems. Still I feel that this evening I am speaking to an audience which fully appreciates the fact that a change in our system of spelling must be made, and that at an early date.

When the idea of introducing and substituting the Arabic system of numerals for the old Roman system was first broached, I believe that popular opinion was as strongly against it as it is to-day against the introduction of the phonetic system. Yet what a triumph followed. Who of you commercial men would be willing to keep a set of books in Roman numerals? Who would wish to run up a single column in such a ledger? and great as has been the benefit derived from such a change, I hope to see a still greater one, which is far more far-reaching, conferred on our people through the introduction of a phonetic system of spelling, for it is not every one who has to make use of figures, while every one should know how to read and spell his own language.

Before closing I would like to say a few words about what seems to be the most efficient means of introducing the system. This, of course, could only be done by degrees. First it would have to be taught in the public schools, where life would be made much more pleasant to both teacher and scholar. In this way, in a short time, the system would become finally established, while it might be placed within the reach of those of maturer years by causing pamphlets and books to be issued for a while in both systems.

Those who oppose the reform tell us that it would necessitate the loss of all the books which our libraries now contain; this, however, is an unreasonable assumption, for readers of the present generation would keep their old editions, while those of the next would prefer the new, and in the course of time new editions of all the books worth reprinting would come out anyway, and might be issued on the new system and without great public expense, for it would no doubt be made to a great extent a private enterprise, while the less valuable books which these libraries contain would be done away with and not be much loss; besides, if these books were not republished they would be consulted only by students who would probably be able to read both systems, and if they were unable to do so, it has been ascertained that it is easier and requires less time to learn to read and spell in the old system by first pursuing a course of study in the new, than to read and spell in the present system only, so that in either case time and labour would be saved.

All eminent philologists join in saying that if it were not for our bad system of spelling and antiquated orthography the universality of the English language would be secured beyond a doubt, and other nations may find cause to flatter themselves at the fact that the English nation has not sooner found this out.

Show us, ladies and gentlemen, by your votes this evening that you are willing to unite with us in putting down that system of which the well-known writer, Lord Lytton, found cause to speak in the following terms: "A more lying, round-about, puzzle-headed delusion than that by which we confuse the clear instincts of truth in our accursed system of 'spelling was never concocted by the father of falsehood. How can a 'system of education flourish that begins by so monstrous a falsehood, 'which the sense of hearing suffices to contradict,' and, ladies and gentlemen, you will show your willingness to assist in conferring on future generations one of the greatest blessings the world has ever known.

In conclusion, I thank you for your kind attention.

Mr. MACIE in summing up for the Negative said:

MR. PRESIDENT, LADIES AND GENTLEMEN,—Whenever any reform or so-called reform is being agitated in a community, we never fail to find a class of men ready and willing, and who in reality do devote the whole of their lives and energies to the accomplishing of the reform, and who in their wild zeal do not scruple to go almost any length in their advocacy of the same, in many cases entirely overlooking the fact that their apparently whole-souled interest is due not so much to a conviction of the benefits to be obtained by the introduction of what they propose as to an unnatural desire for the introduction of a something in many cases they do not know what, but which they, the restless lovers of change for its own dear sake, would have us resort to. The advocacy of the reform in spelling which certain individuals are trying to force upon us in the place and stead of our present tried and effective method of spelling the English language does not prove an exception to the general rule, for we find its advocates speaking and writing with all the energy and fanaticism (sometimes spelled phoneticism) which is to such an eminent degree a characteristic of change.

It seems to me to be a sad waste of time, of money and of undoubted talent for men with the intellectual standing of many of the supporters of the new system to throw away their short lives in support of a scheme which cannot be held as desirable and which, even if it were, so totally impracticable as to leave the question of its introduction untouched by any, excepting the few whose evidently superficial arguments have been quoted by the gentlemen upon the affirmative to-night. I have asked several prominent literary men in this city how it is that more has not been written against the proposed scheme and in support of our present system, and the answer has invariably been that these energetic and zealous workers for phonotypy are engaged in a thankless task, and are expending their time and money in advocating a system which it is impossible can ever sensibly affect the stability and character of the English language as it is spelt and pronounced under our present system. The new fashion of spelling is looked upon more with ridicule than with any fear as to what its possible effects might be; people seem convinced that it will never be universally introduced.

A person reading any of the phonetic publications, written, of course, after the style of the new orthography is at first struck with what appears to him to be an extremely ludicrous play upon certain words, and feels

more as if he were reading an extract from Josh Billings or some other of the writers whose works under the proposed system would be considered as representative specimens of English literature, instead of a choice selection from some one of our own great poets or *litterateurs*, and one is almost forced in reading many of the articles of the advocates of the proposed scheme to make the same remark as was made by Artemus Ward on attempting to read Chaucer, that "Mr. C. had talent, but he couldn't spell." Now, Mr. President, is this the feeling that forebodes a very glorious future for the new "fashion?" I think not, and more, I must say that I am of opinion that it shows clearly and conclusively that the change is not desired by the people, and that they are so in love with their present language and manner of spelling the same, as not to tolerate such an innovation as the introduction of the new system would be.

But there are difficulties in the way of any one who attempts to defend what we have, and who advances a few facts tending to show the bad effects arising from a change. These difficulties have been intensified and made rather harder to overcome by the very ingenious and clever manner in which the gentlemen upon the affirmative have laid their views before you to-night, and by the utmost confidence with which these gentlemen have advanced certain plausible statements which one, at first sight, might construe into arguments, and which require some little examination before the illogical reasoning in some of them is brought to light. If each one of you would but give the question a little care and study, we are satisfied, and can have no reason for dreading the result.

In listening to the discussion to-night you must have been struck by the very general manner in which the gentlemen opposite have handled their arguments, and by the utter absence of detail which has characterized their speeches throughout, and I am confident that an audience, such as we are addressing to-night, will not accept their view of the matter, when such an issue as the revolutionizing and destroying our language and literature is at stake. They appeal to our sympathy for the rising generation, who are forced, they say, in the struggle for an education to spend a great part of their early life and energy in learning our barbarous orthography of to-day, and they are completely carried away with joyous anticipations of the time when the reformed primer should be in vogue, and when the emancipated youth of our land would, almost without an effort, master the intricacies of language, and dive into the depths of literature and letters, which they say will be preserved to us, as we have it now, in all its entirety and beauty.

For this, and we may say for this only, we are asked to exchange the stable framework of our language, which has risen from lower things to become the greatest and grandest structure of the kind in the universe, for a system which has nothing to recommend it to the practical student of literature and language, and which gives us no guarantee that it will, or can ever, accomplish what it claims. We say it will not and cannot do so; that it is totally impracticable, and, even if possible, that it is not desirable, for the losses consequent on its introduction would be very great, and the gains incomparably small.

Spelling, it is urged, would no longer need to be learned at all, for every s and being represented by a sign would almost involuntarily bring the proper pronunciation of a word to a person's mind, the sound and sign being in perfect conformity with each other. The truth of this rests upon two assumptions, which are erroneous, but are nevertheless taken for granted by the gentlemen opposite. The first of these is that all men pronounce all words alike, and in spelling a word they will exactly agree as to what the sound as expressed in letters is. The falsity of this is evidenced by the difference in the spelling of the same word by different persons, and in some instances even by the same person. Select a word of average difficulty and submit it to a class; some of these will, no doubt, spell the word properly, but a number will mis-spell it, and the majority will mis-spell it in an entirely different manner from the others. Those who cannot spell it correctly are obliged to fall back upon what they think the sounds contained in the word are. What then is the reason that these several persons do not fall into the same error as to what the sounds are, and how they are to be represented? Simply because there is this difference of pronunciation which always has existed, and will continue to exist in spite of all the phonetic system can do to prevent it, and which pronunciation is continually varying under the treatment it receives at the hands of different individuals, each of whose ideas are slightly at variance with the others. But this difference is attributed to the confusion of our present English spelling. Is this true? It decidedly is not, for the differences in pronunciation are greatest among people who cannot read or write at all, and whose ancestors for generations before them were in the same lamentable state. They cannot have any other rule to guide them, and the strange thing to me is that with such an infallible and never-failing standard as the sound to guide them in their pronunciation that there should be such a very large number of dialects and differently pronounced words among the uneducated class who are unable to distinguish one written representation of a sound from another. That this difference exists in our English spelling and pronunciation is not the fault of the old system, nor would it be remedied by the new. Take for example the sounds of the vowel *o* as pronounced in the words *wrong* and *fusion*. According to some of the proposed schemes this vowel does duty for these two sounds. Now, the learner must, at the outset, ask himself the question, "how am I pronounce this sign? Am I to say *wrong*, as it is pronounced in the last syllable of *fusion*, or *fusion* as it is sounded in *wrong*?" and this fact forces itself upon us, that which ever way you decide and in whatever manner you fashion your pronunciation, your neighbour has quite as strong a position, and can defend it equally as well and with exactly the same arguments, when he decides the other way. This difference is unavoidable; people cannot help it, and before one year had passed we would have a whole vocabulary of words differing completely from the vocabulary used by another, and which would produce a confusion infinitely greater than that which it is claimed exists in the present spelling of the English language. The Italian method has been mentioned by the gentlemen of the affirmative, and lauded to the skies, because it so nearly represents the Phonetic spelling which they advocate. But it is this same Italian language that I wish you to notice as a proof positive of what I have just said. There is probably no one of our modern languages that is so broken up by dialects and different systems of pronunciation, and so mutilated by mis-spellings as this same language, and these are the direct results of the language being so nearly like the phonetic scheme, and the su-

periority of the Italian method as regards the ease with which young children learn to read and spell, is detracted from by the fact that there is no uniformity of speech by which the people can be guided in their pronunciation. Italy still furnishes us with further examples of the evils consequent on the introduction of phonotypy in this, that the inhabitants of that unfortunate country are able to read the daily papers and write a very commonplace letter, but little more. Were we to adopt the new speech and writing, our highest ambition would be to be able to read the *Phonetic Journal*, and mechanically spell and write the symbols, which we at our fancy might imagine to stand for certain sounds, and our language and literature, which has made our country what it is, would be cast aside, and would slip out of the true life of the people, who, without its civilizing and benign influence, would degenerate into a state of semi-barbarity, where the phonetic system would be in its proper sphere, where it would have material upon which to make itself felt, and where it might exercise some influence in building up a literature and ameliorating the language of a barbarous people; but the moral and social position of the English people who love their language, containing, as it does, so many connecting links between what they once were and what they are now, as they love their life, is a sufficient guarantee that such an occurrence can and will never take place.

The second assumption which these gentlemen help themselves to in such a gratuitous manner and which is quite as erroneous as the first is this: That just as soon as everyone is ready for a reform they will instantly accept the phonetic system. But the difficulty that arises here is, what is the phonetic system? upon what standard of pronunciation are we to found a uniform system of speech? are we to accept Pitman, with only fifteen out of every hundred words spelt as we spell them, or will we give our allegiance to Jones with nearly half the words in our vocabulary spelt the same. Different persons have given us different schemes and have advocated different methods of so-called phonetic spelling, by which they profess to overcome the disadvantages of the present spelling, but which proposed schemes evidence on their very faces more diversity of opinion and variety of construction than the gentlemen opposite have ever claimed exist in our present system.

Probably no two men have given this question more laborious study than Mr. Ellis and Dr. Murray, and what does their evidence show? Simply this: they acknowledged that the objects sought to be attained by each of them were precisely the same, but they were forced to admit that the means of obtaining the reform which they severally advocated were entirely different, and each was of the opinion that what the other was doing only tended to put obstacles in the way of the change ever becoming a permanent success.

In looking through an article a few days ago, professedly supporting the reform, I found a table containing six different proposed schemes with the spelling of one hundred words in each, and I was rather surprised to find certain words out of the number spelt in a different manner in each of the proposed methods. In the word *pronunciation* as in the word *able* none of these reformers were able to agree as to what the sounds in these words were and how they were to be represented. But I am answered that there would be one of these schemes selected and every one would have to conform to it, and that this would be the uniform method of the gentlemen opposite. But granting this, where is the consistency of the gentlemen, our opponents, and where then would be the boasted ease of learning to read and spell. If I believe in one method and another were selected as the standard, I would be forced to memorize all the words that were not spelt according to my pronunciation. The same reasoning is applicable in any other of the many schemes which would be proposed, and the amount of laborious study required in this would be infinitely greater than any work required in learning to spell the English vocabulary of to-day.

If letters were invented to-day we should have a sign for every sound in the language; we would limit each sign to the expression of one sound and we should spell our written words exactly as they were spoken. We would do this for just one day, and the pronoun *we* would stand for those very few persons who would be able to agree upon the number and nature of the sounds in the language and upon the signs by which they were to be represented. As a familiar example let any one of you compare the different pronouncing dictionaries and note the elaborate schemes and plans for obtaining and teaching the proper pronunciation of words and sounds to the eye, and you cannot fail to see how futile is the attempt to make the written language correspond to and agree with the spoken, and understand that the former does, and in the beginning was meant to represent and effect more than the latter has done or ever can do.

The general idea concerning the acquisition of the wisdom and study of past ages, is that these stores of knowledge which we have accumulated from ancient times are in books, in preserved written sentences alone, that in these written works only are contained the ideas of great men who have lived in times gone by, and that in the same are bound up the whole nation's history; but it is not in books alone that this knowledge is stored up, but to a very great extent in individual words. From the primary condition of the people when the alphabet was invented, there has been a continual change in our language; as the nation progressed there became occasion for the creation of new words to meet the requirements of an advanced understanding; others were culled from the languages of neighbouring nations; old forms began to disappear and new forms to take their place, still, however, leaving traces of the old in what took their place in the new; and many of the words so introduced contain in reality whole ideas instead of being merely a mechanical combination of symbols to represent some particular thing, and these ideas are much often better expressed in single words than they possibly could be if the ideas were written out in full; and oftentimes we learn more of the wisdom and progress of a nation from a single name than we do from the history of a campaign. Now, following this up we can easily see that our present system though it may, as these gentlemen claim, present some difficulty to the beginner, yet is of the greatest value in revealing to us the etymological connection and derivation of words, thus creating a connecting link between the literature and language of ancient and modern times. If our etymology were swept away, as it would be under the proposed scheme, words would be mere mechanical representations, without anything of interest whatever attaching thereto, and through which learning would suffer

an imparable loss. The existing system is continually calling our attention to the roots and derivations of many words, but in the new there is nothing that would even lead us to enquire. Words have a descent exclusively their own, and the casting aside the history of the word (for its history is included in its etymology) would destroy one of the most pleasing features in the study of our language and prove highly detrimental to the literature of the future. But it is said that the only persons affected by the change in this respect are those belonging to the small class of learned men and scholars, and that no one else need care whether they are acquainted with the derivation of words or not. But between the two extremes, those who are favoured with a superior education and those who have none at all, there is a multitude of persons neither accomplished scholars nor yet wholly without the knowledge of language, except their own, and it is not to be doubted for a moment but that these should have helps, enabling them to recognize the words which they are using, whence they came, to what words they are nearly allied, and what is their proper use and real meaning. This argument could not be urged with as much force at the time this agitation for reform commenced as it can now, nor can it be urged now with one half the force it will be a few years hence, for in all our schools of to-day we find that the study of the etymology of words takes up almost as much time as any other branch, and our spelling and reading books are full of lessons in the derivation of our English vocabulary. Many of the arguments of classical scholars as to the necessity of the study of the classics in a liberal education might be brought with much weight in favor of our etymological consideration of this question.

"The English language resembles what is called a Gothic building, crowded with apparently incongruous detail, much present that can only be justified by age or to the interest attaching to history; but above all depending for effect not on external symmetry, but rather on internal complexity of structure. Infinite labyrinthine shadows, lights, strange corners, each feature half hidden by its neighbour, a strange mixture of poetry and subtlety, grandeur and homeliness, repose and frankness; never inviting attention to its general outline or plan, which is indeed almost incomprehensible; yet to those who understand such work, in no wise injured by anomalous accessories."

Emerson has somewhere characterized language as "fossil poetry," meaning that just as in some fossils we find beautiful shapes of vegetable and animal life, which have been hidden in their rocky beds for thousands of years, so in words are beautiful thoughts and images, the imagination and feeling of past ages, of men whose very names even have perished, preserved and made safe for ever. And what is more calculated to inspire a feeling of respect and love, and opposition to any change than to know concerning our language, the changes it has passed through, the sources from which the rich and expressive words contained in it are derived, the points in which it is superior to other languages, the points in which it is lacking, and the capacity which may be still living dormant until ready to expand into further improvement. As I remarked before, words have an ancestry; they may be classified into families and tribes, and just as one takes pleasure and delight in tracing his lineage back to the knights of old, who have attached true nobility to his name, so do we take pleasure in, and derive instruction from, tracing from their different families and tongues the many expressive and comprehensive words that we are using every day; but this change would reduce the mass of our words to a barbarous horde, to which but little sense and no interest whatever could be attached. Now, Mr. President, is it reasonable to suppose that we are going to cast away everything of interest, and which we hold most dear in what we so affectionately call our mother tongue, that we are going to sever all connection with the true life of the nation, whose literature, whose institutions, whose very religion and laws are represented in multitudes of words that we are continually using. I think it is not for the love of his language take possession of every Englishman from this that it is but the characteristic love of country expressed in one particular direction. If the noble acts of the nation to which we belong are precious to us, if we feel ourselves made greater by the glorious deeds of our ancestors and by the greatness of our country, as we most assuredly do, and if we feel inspired to a nobler life by the true nobility of Englishmen who are now dead and gone, but who have bequeathed to us a name which by us must not be made less, in what way can we be assured that their native land and ours has fulfilled a glorious past, than that they should have acquired for themselves and us a clear, strong, an harmonious, a noble language, which, on its very face, speaks of those who have strengthened and fashioned it to be the utterance of their inmost life and being, and the English people, filled with such sentiments as these can not but shew their reverence and love for a language whose origin is but the origin of themselves; and each one of us must consider the care of such a language a sacred trust, and should make it the object of his unceasing concern to preserve it pure and entire, and to speak it as far as in his power doth lie in all its purity and perfection. A nation whose language ever becomes as rude and barbarous as the phonetic system would make ours, must be on the very brink of barbarism, and if we testify to-night to our willingness to accept the new system, we at the same time express our desire to allow our language to go to ruin, to part with the largest half of our intellectual power, and even to cease to exist as a literary and intelligent people.

Mr. Murray having made a forcible reply, for which we have no space, the question was put to the meeting and decided in favour of the Negative by a narrow majority.

The following is an experiment in Phonetic spelling:—

DHE SOLJE-R'Z FYUUNERAL.

Dhe mufeld drum rold on dhe eir,
 Wariærz widh steitli step wær dheir;
 On eværi ærm woz dhe blak kreip buwnd,
 Eværi karbuin woz tærnd tæu dhe gruwnd:
 Solem dhe suwnd ov dheir mezhærd tred,

Az suilent and slo dhe folod dhe ded.
 Dhe ruidarles hors woz led in dhe ryr,
 Dher wër hwuit plumz weiving ovër dhe byr,
 Helmet and sord wër leid on dhe pal,
 For it woz a soljër'z fyumeral.

Dhat soljër had stud on dhe batel plein,
 Hweir evëri step woz ovër dhe slein :
 But dhe brand and dhe bal had past him buy,
 And hy keim tui hiz neitiv land—tui duy !
 Twoz hard tui kum tui dhat neitiv land,
 And not klasp wun familiär hand !
 Twoz hard tui by numbärd widh dhe ded,
 Or e'er hy kuud hyr hiz welkum sed !
 But twoz sumthing tui sy its klifs wuns mor,
 And tui ley hiz bonz on hiz on luvd shor ;
 Tui thingk dhat dhe frendz ov hiz yurth muit wyp
 O'r dhe gryn gras tärf ov dhe soljër'z slupp.

Dhe byugelz syst dheir weiling suwnd
 Az dhe kofin woz löärd intui dhe gruwnd ;
 A voli woz fuird, a blesing sed,
 Wun moment's paz—and dhey left dhe ded !—

A·a	E·ə	Y·y	O·a	Oo	UUu	U·u
alms	earn-urn	ye	all	old	woo	put
amz	ärn	yü	al	old	wui	put
ui or uy	ei or ey		uw	yui		
bite, buy	ale, they		out	use		
buit, buy	eil, dhey		uwt	yüz		

A font ov tuips must by yuuzd in hwich invèrted
 letärz äz egzaktli on dhe seim luin az upruit.

NOTICE.

1. The Publication Committee of the McGill University Song Book give notice that two prizes of the sum of ten dollars and five dollars respectively will be given for the first and second best new original McGill College songs, with or without chorus.

2. All communications, with the *nom-de-plume* of the writer attached, are to be sent in to the Secretary of this Committee, not later than August 15th, 1884.

3. Communications are to be accompanied by a sealed envelope, bearing the *nom-de-plume*, and containing the name and address of the writer.

4. This competition is open only to graduates and undergraduates of McGill University.

5. The Judges will be members of the Competition Committee.

All students are specially requested to send in to the undersigned any songs which they would like to see published.

C. W. WILSON (Med. '86),
 Secretary.

The annual report of the Reading Room Committee, for the session just closed, shows, as these annual reports usually do, a very prosperous condition of affairs. The surplus remaining after the paying of all expenses is something over \$30, about double of that of last year.

The Committee of Athletic Sports have also a flourishing report to make. The surplus remaining in their hands is over \$100, not including a small amount standing to the credit of the Track Committee. The Sports Committee have, we understand, prepared the draught of a constitution for a University Athletic Association, to be submitted to the undergraduates next autumn, and have also taken some steps for the holding of Inter-University Sports. We hope that in both of these projects their efforts will be successful.

Between the Lectures.

PARENTAL MUSINGS.

There's my fourth son, young and gay,
 Who has reached that time of day
 In his life, when poets say
 Is just the age
 Where the brook and river meet,
 (The expression's rather neat),
 When to him the world effete
 Is but a stage.

At the age when one goes o'er
 The good old days he's spent of yore ;
 When he votes the sex a bore,
 And somewhat mean,
 Lovely woman's but a toy
 To be bought with base alloy :—
 Is he man or is he boy
 At eighteen ?

He's in that open-hearted time
 Of life, that draws no rigid line
 Between what's strictly mine and thine
 In way of clothes.
 And so his manly breast he covers
 With neckties probably his brother's,
 And when they're worn he'll seek for others
 I suppose.

His elder brothers are pedantic ;
 His little sisters too romantic,
 So he throws in jest and antic,
 Wild and strange,
 To relieve the pompous bearing
 Of his brothers, who are wearing
 Out their lives to keep from swearing
 At the change.

Tho' he hates the very sight
 Of the early morning light,
 Yet he's out each blessed night
 Of the week ;
 So I think I'll put a stopper
 On these ramblings, so improper,
 Or, I fear, he'll come a cropper,
 So to speak.

But perhaps my better course is
 To invent some forcing process,
 Something like metempsychosis
 For the lad,
 By means of which he'll slumber through
 From eighteen—say to twenty-two—
 And thus he'll spare much trouble to
 His anxious dad.

A BALLAD.

(AFTER MR. SWINBURNE.)

I hid my hat in some Otto of Roses,
 Out of the mum's way, safe for a while.
 'Twas blacker of hue than the old black crow is ;
 In Otto of Roses I hid my tile.
 Why did it smell so ? Why they smile ?
 When I don that hat they say it's absurd,
 For the Otto of Roses, by the gray god's guile,
 Has been soured by the song of a secret bird.

"Smell not," I cried, for the scent discloses
 Wherever I am, so that what I am at
 Is speedily known—though the governor dozes
 And all might be well—but that cursed hat,
 Like some spying sneak, with a worm at heart,
 And red ripe lips, like a woman unheard
 Screams out (so to speak) "there's a rummy start,
 This hat is mixed up with a secret bird."

I'd barter that hat with goary old Moses,
 (He's one of my uncles, a soapy old file,)
 But I know what that Patriarch's knowing old nose is,
 And how it would turn up at scent of the "ile,"
 And the Jewish remarks he would make all the while,
 And how the hot blood in my heart would be stirred,
 When he'd say with his happy avuncular smile,
 "P'raps you'll shell me de song of your secret bird."

Envoi.

No—I'll stick to my roses and stick to my hat,
 Though Philistines smile and say it's absurd ;
 But a crutch and a tooth-pick are worse than that—
 And I love the song of my secret bird.

PHILIP HAY.

Box Mor.—A learned professor the other evening was explaining to a company the theory of Psychophysics. A lady who was present, hearing the imposing phraseology about the intensity of sensations increasing in arithmetical ratio, while their physical stimuli increase in a geometrical ratio, exclaimed, "it certainly does make one feel sick of physics."

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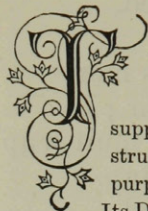
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FACULTY OF MEDICINE**SESSION OF 1884-85.**

THE FOURTEENTH WINTER SESSION of this Faculty will open on the first Tuesday in October, 1884. The Faculty of Medicine of Bishop's College bases its claim for public support upon the thoroughly practical character of its instruction, and the fact that the means at its disposal for this purpose are not excelled by any medical school in Canada. Its Diploma is recognized by the Royal College of Physicians, Edinburgh; the Royal College of Surgeons, England; and the Royal College of Physicians, London. Students have the option of attending the practice of either the Montreal General Hospital (200 beds), or of the Hotel Dieu Hospital (200 beds), both of which institutions have a staff who regularly and systematically visit them. At the Montreal General Hospital excellent facilities are afforded for the study of Practical Pathology, under the direction of the Pathologist of the Hospital. The practice of the Montreal Dispensary—where splendid opportunity is afforded to learn Dispensing—is open to the Students of Bishop's College.

THE WOMAN'S DEPARTMENT OF THE WESTERN HOSPITAL, under the supervision of this Faculty, is divided into two departments—Obstetrical and Gynecological. The Obstetrical Department is under the control of the Professor of Midwifery, and affords to Students a field unequalled in the Dominion—in fact this Department has made Bishop's College the Midwifery School of Canada. The Gynecological Department is attended by the Professors of Bishop's College, and is the only Hospital of its kind in the Dominion. Opportunity is here afforded to see most of the operations in this important Department of Surgery.

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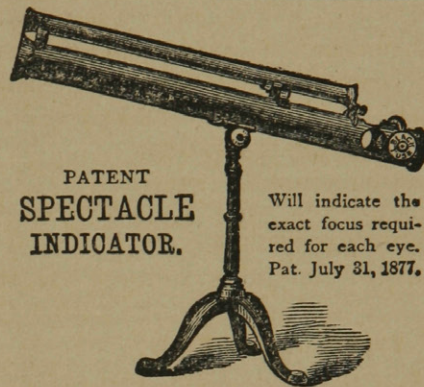
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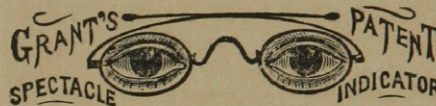
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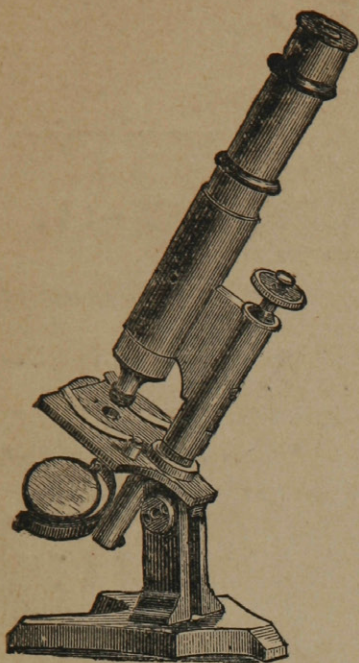
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